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Texas Univ., Austin. Extension Teaching and Field Service Bureau.

Spons Agency-Office of Education (DHEW), Washington, D.C. Adult Basic Education Branch.

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This report interprets information from the first phase of a Federally funded adult basic educational guidance and counseling project in Texas, Arkansas, Louisiana, New Mexico, and Oklahoma. Findings and conclusions are presented as to the cultural, psychological, and other characteristics of students; problems encountered in designing guidance and counseling programs; definitions of activities and positions (including administrator, supervisor, counselor, and paraprofessional); guidance and counseling functions of teachers and other personnel; methods of program implementation and administration; educational, social, personal, vocational, and other content in each state program; and principles of guidance and counseling. A team approach to guidance and counseling is outlined. Evidence suggests that funding and teacher orientation are the main concerns of program leaders, and that adult basic education teachers must become familiar with the sociological, psychological, and physiological factors affecting their students. Also included are memorandums, flow charts, the work breakdown structure, attachments from state reports, and 15 tables and figures. (ly)

ED031639

OFFICE OF EDUCATION–REGION VII

GUIDANCE AND COUNSELING PROJECT FOR ADULT BASIC EDUCATION

PHASE II REPORT

Conducted by
Extension Teaching and Field Service Bureau
Division of Extension
The University of Texas at Austin

Sponsored by
Office of Education
Grant No. 8-053078-4641(039)8-7-SP-10
Fiscal Year 1969

REGION VII
Arkansas, New Mexico, Louisiana, Oklahoma, Texas

MAY 1969

AC 004 892 E

The Evaluation of Guidance-Counseling Service in Office of Education Region VII and the Development of an Effective Guidance-Counseling Program for Adult Basic Education Students

Phase II of the above named proposal has been completed and this report reviews the overall characteristics of the Adult Basic Education students and sets forth definitions that apply to the balance of the project.

Through the cooperation of the five State Directors and the Regional Office, guidance and counseling consultants were involved to set forth appropriate guidance and counseling functions for the Adult Basic Education student. This group also developed proposed methods for implementing and administering an appropriate guidance program for the students in Adult Basic Education.

At present materials are being developed for Adult Basic Education teachers to improve their guidance skills and these will be utilized during the summer institutes. An assessment on these materials will be included in the final report.

The project is back on schedule after a delayed start mainly through the efforts of the State Directors, Consultants, Regional Director, and the Center Staff. Each group has made a sincere effort to bring this about.

This project is one of several funded under Section 309 of Public Law 89-750, but it is unique in that it is the only one that attempts to resolve the guidance needs for Adult Basic Education students. Therefore, I am proud and pleased to be associated with this endeavor.

Barron
William E. Barron
Project Director

TABLE OF CONTENTS

INTRODUCTION 1

PROBLEMS ENCOUNTERED IN ADULT BASIC EDUCATION PROJECTS WHICH MUST BE CONSIDERED IN DESIGNING A GUIDANCE AND COUNSELING PROGRAM 21
- Regional Overview 21
- Arkansas 22
- Louisiana 25
- New Mexico 27
  - Shortage of Trained Counselors 27
  - Inexperienced Teachers 27
  - Goals of ABE Counseling 27
- Oklahoma 28
- Texas 29

CHARACTERISTICS OF STUDENTS 31
- Regional Overview 31
- Arkansas 35
  - Statistical Characteristics 35
  - Narrative Characteristics 35
- Louisiana 38
  - Statistical Characteristics 38
  - Narrative Characteristics 39
- New Mexico 40
  - Statistical Characteristics 40
  - Narrative Characteristics 41
- Oklahoma 42
  - Statistical Characteristics 42
  - Narrative Characteristics 43
- Texas 46
  - Statistical Characteristics 46
  - Narrative Characteristics 46

DEFINITIONS AS RELATED TO ADULT BASIC EDUCATION PROJECTS 49
- Regional Overview 49
- Arkansas 50

  Guidance 50
  Counseling 50
  Administrator 51
  Supervisor 51
  Counselor 52
  Teacher 52
  Para-professional 53
Louisiana 53
  Guidance 53
  Counseling 54
  Administrator 55
  Supervisor 55
  Counselor 56
  Para-professional 56
New Mexico 56
  Guidance 56
  Counseling 57
  Administrator 57
  Supervisor 57
  Counselor 57
  Teacher 57
  Para-professional 57
Oklahoma 58
  Guidance 58
  Counseling 58
  Administrator 58
  Supervisor 59
  Counselor 59
  Teacher 59
  Para-professional 60
  Organizational Structure of Adult Basic Education Programs in Oklahoma 60
Texas 64
  Counseling 64
  Guidance 64
  Administrator 64
  Supervisor 65
  Counselor 65
  Teacher 65
  Para-professional 65

GUIDANCE AND COUNSELING FUNCTIONS 69
  Regional Overview 69
  Arkansas 70
    Administrator 71
    Supervisor 71
    Counselor 71
    Teacher 71
    Para-professional 74
  Louisiana 74
    Administrator 74
    Supervisor 74
    Counselor 75
    Teacher 75
    Para-professional 77
  New Mexico 77
    Administrator 77
    Supervisor, Counselor, and Teacher 77
  Oklahoma 90
  Texas 90
    Administrator 90
    Counselor 91
    Teacher 91
    Para-professional 92

METHODS FOR IMPLEMENTING AND ADMINISTERING A GUIDANCE PROGRAM IN AN ADULT BASIC EDUCATION PROJECT 93
  Regional Overview 93
  Arkansas 94
  Louisiana 95
    Development of the Package 96
    Purposes and Objectives 97
    Individual Counseling of Adults 97
    Group Guidance and Counseling 98
    Student Appraisal and Inventory 98
    Review of Package Content 99
    Developing a Package To Be Used at Pre-service and In-service Workshops 100
    Conclusion .102
  New Mexico .102
    Phase I 102

Phase II 103
Phase III 103
Oklahoma 103
A Philosophy of Guidance 104
Some Desirable Characteristics of an ABE Guidance Program 105
The Role of the Teacher in ABE Guidance Programs 107
Guidelines for Specific Guidance Practices and Techniques To Be Used by the Teacher . . .108
Need for Awareness of Referral Resources and Opportunities for Cooperative Arrangements 112
Needed Understanding and Skills of the ABE Teacher 113
Texas 119

CONTENT ANALYSIS OF THE FIVE-STATE REPORTS BY THE CENTRAL PROJECT STAFF . . .123
Arkansas 123
General 123
Educational 123
Social 124
Personal 124
Vocational 125
Louisiana 125
General 125
Educational 125
Social 126
Personal 126
Vocational 127
New Mexico 127
General 127
Educational 127
Social 128
Personal 128
Vocational 128
Oklahoma 129
General 129
Educational 129
Social 131

        Personal 131
        Vocational 133
    Texas 133
        Educational 133
        Personal 134
        Social 135

IMPLICATIONS FOR GUIDANCE AND COUNSELING PROGRAMS 137

ATTACHMENTS FROM STATE REPORTS 143
    Arkansas 143
        Attachment No. 1 143
    Louisiana 145
        Index of Attachments 145
        Attachment No. 1 146
        Attachment No. 2 148
        Attachment No. 3 153
        Attachment No. 4 170
        Attachment No. 5 173
        Attachment No. 6 175
        Attachment No. 7 176
        Attachment No. 8 181
        Attachment No. 9 182
        Attachment No. 10 185
        Attachment No. 11 188
        Attachment No. 12 191
        Attachment No. 13 193
        Attachment No. 14 195
        Attachment No. 15 196
    New Mexico (No Attachments) 197
    Oklahoma (No Attachments) 197
    Texas (No Attachments) 197

PROJECT STATUS REPORT AND PLANNING RELATIVE TO THE APPROVED APPLICATION . . .199

    Work Breakdown Structure for Region VII Special Project 203
    PERT Flowcharts for Region VIII Special Project 205

INTRODUCTION

This report constitutes the conclusion of Phase II of the Office of Education Region VII Special Project in Guidance and Counseling for Adult Basic Education. The Office of Education Region VII encompasses the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

With the leadership of the Division of Adult Education of the Region VII Office, located in Dallas, Texas, the Divisions of Adult Basic Education for the respective states are in the process of building a system of education to meet the needs of the illiterate adult.

In an attempt to build the type of program visualized by each of the respective states, problems have manifested themselves in many and varied ways. It appears, second only to the problem of funding, that teacher orientation to the adult is uppermost in the minds of leaders connected with the Adult Basic Education program. It also appears that for the teachers to become adult-student oriented, they must become familiar with the sociological, psychological, and physiocological spheres operation of the adult in the Adult Basic Education classroom.

The primary purpose of this special project in guidance and counseling is to provide one vehicle whereby the teacher will become aware of adult problems in the three spheres itemized in the above paragraph. If this project is successful, the teacher will begin to "see" the relationship that exists between the vehicle of guidance and counseling and the flexibility of the classroom operation, which takes into consideration the problems and needs of the adult.

As with every project of this nature, it is necessary, before actual program developments begins, to form the baseline information necessary to make valid judgments. The baseline information for the project was provided in Phase I, a report that was distributed to all interested parties during the latter part of February. The material in that report indicated the need for continuing long-range program development. It can also be concluded, from the reports and from conversations with the persons associated with this project, that a sound state and regional guidance and counseling program can provide the organizational and operational vehicle needed for the development of an even more successful Adult Basic Education program.

With the release of the Phase I Report, project participants at the state level were given a two-week period of time to meet and analyze the contents of the report prior to the regional meeting. During this period, each of the five states met with both their internal and external committee members (See ABE Project Participants on page 4.) in preparation for the regional meeting to develop guidelines for Phase II of the project. It was emphasized that implications made in the Phase I Report be considered in the guideline development for Phase II.

Phase II of the special project had two basic objectives:

1. To develop and write a region-wide hypothetical guidance and counseling program for use by local Adult Basic Education centers, and to make detailed recommendations for implementation for such a program.
2. To assist the state Adult Basic Education departments in the development of a state plan for implementation of guidance and counseling in the local Adult Basic Education programs.

It was with these objectives in mind, plus the information contained in the Phase I Report, that the five-state committee met in Dallas at the Regional Office Building on March 6 and 7, 1969, to formulate the Phase II guidelines. The results of that meeting are contained in Memo No. 1.

Once the states received the guidelines as developed from the Dallas meeting, they began the task of compiling the reports for the regional staff at The University of Texas at Austin. The states were asked to submit their Phase II reports no later than April 11, 1969. It can be seen, then, that the states were under the burden of producing a usable report with pertinent information within a period of five weeks.

While much more time should have been spent in developing this phase of the project, time limitations were such that it could not be allowed. The short time period was set in an attempt to "catch up" with the original time factors outlined in the application. (An updating of the summary network for the project is enclosed. See PERT Chart on page 18. Originally, time factors were to begin September 1, 1968; however, due to late funding, the project did not begin until November 10, 1968. It must be pointed out, however, that due to the dedication and work on the part of the committee members, little, if any, quality will be lost. Phase II will become extremely important in the implementation of a guidance and counseling program in each of the pilot centers for next year.

The enclosed letter dated April 21, 1969 (Memo No. 2), reflects the major content areas delineated by the states that can be developed in a guidance and counseling program for Adult Basic Education. The information in that letter was developed from the Phase II reports of the states and determines the major content areas for the guidance and counseling in-service program package.

The University of Texas at Austin project staff had the opportunity to visit with the project directors and their staff in the states of Arkansas and Louisiana. Both states welcomed the central staff and mutual problems were discussed.

The primary significance of the project to date, in addition to the Phase I and Phase II reports, has been the movement, within each of the five states, toward a unified approach in assisting the undereducated adult. In addition to the twenty-five staff persons directly related to the project, many Adult Basic Educators, University staff members, legislative personnel, and other interested persons have indicated a desire to assist where possible. It appears that a focal point for adult basic education is developing both within each of the participating states and the region. There is a feeling that guidance and counseling can fulfill one of the most basic needs of the Adult Basic Education program.

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Memo No. 1

THE UNIVERSITY OF TEXAS
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March 11, 1969

TO: All Guidance and Counseling Participants

FROM: The University of Texas at Austin, Extension Teaching and Field Service Bureau

RE: Phase II Guidelines

The enclosed outline is relative to the next step of our Guidance and Counseling project in that such information is the suggested procedural format for Phase II.

The information in Phase II will serve two purposes:

1. To provide The University of Texas staff with necessary information as to what should be included in the programmed package for teacher "awareness" and;
2. To provide a structured format to facilitate implementation of a guidance program in the two pilot centers next year.

The Phase II report is due no later than April 11, 1969.

University faculty member participants have been set for the third week of the Teacher-Trainer Institute in Austin, June 23-27. They are:

June 23--Dr. Coystal Stone, The University of Texas at Austin
June 24--Dr. Sam Britt, Louisiana State University
June 25--Dr. James Gibson, Artesia College, N.M.
June 26--Dr. Edgar Petty, Central State Oklahoma
June 27--Dr. Alvin McRavin, Arkansas State

We will be in touch with the above persons with more information concerning their responsibilities.

We would like to express our appreciation to all persons in the Dallas meeting for their contribution, work, and enthusiasm toward the success of the project.

DISCUSSION TOPICS

I. Problems encountered in Adult Basic Education projects which must be considered in designing a Guidance and Counseling program

   A. Shortage of counseling personnel

   B. Level of training, usually at high school level . . . not same as adult

   C. Student expectations not being met; expect to get better jobs . . . need for orientation to program and what it can do for individual

   D. Students come four or five times then drop out.

   E. Program utilizes part-time workers. (La. indicated that they were meeting with their teachers on March 20 to tell what the teachers think.)

   F. Lack of teacher awareness

   G. Unsympathetic community

   These were mentioned by the group (A-G). Other aspects not considered in the meeting might include the following characteristics of the educationally disinherited adult.

   A. Inadequate self-image

   B. Total illiteracy or less than adequate reading skill level

   C. Background of semiskilled or unskilled jobs in the "inner-city" or rural farm areas

   D. Membership in an ethnic minority group

   E. Apathetic outlook . . . trapped, with no knowledge as to how to get out

   F. Limited or unrealistic aspirations

   G. Lack of long-term goals

   H. Poor

   I. Greater respect for skills than for abstract thinking; energy used to "get by" rather than to "get ahead"

   J. Have a culture all their own . . . different than middle-class values of their teachers

II. Characteristics which must be considered

   The following are to be dealt with in percentages:

   A. Urban or rural

   B. Age

C. Sex

D. Ethnic background

E. Educational background: average

F. Income level

Welfare: Poor (0-$3,999); Average ($4,000-$6,999); Other (above $7,000)

These characteristics were listed to be dealt with in narrative form:

A. Unawareness of public agencies

B. Skeptical attitude

C. Motivational needs

D. Learning theory as related to adults

E. Lack of pride (e.g., Arkansas . . . the blue-print class)

F. High percent not planning to be employed

G. Cultural heritage

H. List of strengths of students: preferably from teachers

III. Definitions as related to ABE projects

Each state is asked to write a definition for the personnel listed below. The definitions of the following are to reflect the way in which these terms will be used in each of the participating states.

A. Guidance

B. Counseling

C. Administrator

D. Supervisor

E. Counselor

F. Teacher

G. Para-professional

IV. This section is to contain guidance and/or counseling functions of listed personnel. The frame of reference is to be on the local level. It was suggested that each state include a schematic which indicates the levels of authority and the flow of responsibility for each person on the staff.

A. Administrators

B. Supervisors

C. Counselors

D. Teachers

E. Para-professionals

The bulk of your efforts should center around the teacher's functions in guidance and/or counseling.

Areas indicated by group which might be expanded upon as related to teacher:

A. Occupational and education information

B. Cummulative folders
   Collecting materials
   Posting
   Storage

C. Testing: administration and interpretation

D. Identifying student needs (instructional, educational, social, personal, occupational, family)

E. Employment: placement, expectations of employers, requirements for employment

F. Study techniques

G. Techniques for group guidance

H. Community agencies: referral system

I. Educational placement

J. Decision-making processes: techniques

K. Practice in group dynamics

L. Information collecting

M. Orientation: suggestions for

N. Follow-up

Describe the critical components (what teachers should know) of teacher-trainer package; list and then describe.

V. Methods for implementing and administering a guidance and counseling program in an Adult Basic Education project.

A. Pre-service orientation (Present package as an added tool for teaching rather than as added duty or responsibility.)

B. Important to project is attitude change: beginning with the teacher and flowing downward to students.

Questions in Area V:

A. What steps will be taken to augment the program?

B. Who will be involved in augmentation? How will they be involved?

C. At what time will each step be undertaken?

D. What methods and techniques will be used to get total involvement? (Attitude change)

E. How will follow-up be done to see that each step is accomplished?

F. How will evaluation of the effectiveness of implementation be done?

Listing of public and private service agencies in ____________, ___________
Date__________________

I. Family needs

- A. Parent-related services:
    1. Marriage counseling
    2. Child-parent counseling
    3. Family care information
    4. Homemaker services
    5. Family planning
    6. Day care for children
- B. Child-related services
- C. Services for unmarried parents
- D. Services for the aged

II. Legal needs

III. Health needs

- A. Physical
- B. Dental
- C. Mental

IV. Educational needs

V. Occupational needs

- A. Vocational Training
- B. Job Placement

VI. Financial needs

VII. Housing needs and information

Format for information listings:

Name of Service Organization

Location: Tele. No.
Hours:
Services:
Eligibility requirements:
Cost:
Referral procedure:

Additional suggestions from Dr. Petty which may be useful in your planning.

Proposed Methods for Implementing and Administering a Guidance and Counseling Program

1. Pre-service orientation, by supervisor or director, of teachers, preschool workshop, or seminar. Going into what? Why? How? When?

2. Use of teacher trainers and teachers having workshop experience to direct orientation sessions with students on what? Why? How? When?

3. Establishing guidelines with teachers in developing and using individual inventory records.

4. Sessions during faculty-staff meetings in developing and using placement resources. What are these resources? How can we formulate a referral directory with referral processes? Educational, vocational, and psychological services.

5. Involvement of staff in group guidance role playing situations using group dynamics. Also development through practice of relationships (1) non-possessive warmth, (2) empathy, (3) genuiness (real person).

6. Special sessions dealing with follow through on all aspects of teaching and guiding the student.

Questions to be asked and answered in preparing the guidance packet for teachers:

I. Individual inventory

  A. Personnel data

    1. What kind of information do we need to know about the individual?
    2. How do we collect this information?
    3. When do we collect it?
    4. How do we record it?
    5. What purposes will they serve?

  B. Testing

    1. What kind of tests will we need to administer?
    2. How will the results be used? (Diagnosis and/or placement)

3. How do we administer the tests to get the most effective response from the student?
4. How will the results be explained to the student?

C. Information service

1. What kind of information will students need in personal, social, educational, and vocational areas?
2. What are the most effective techniques and methods for giving information?

D. Orientation

1. How do we orient?
2. What approaches--group and individual--shall we use?
3. What kinds of information will we give?
4. What information will we get from the student?
5. What aspects of the program require orientation?

E. Referral

1. What are the needs which require resources to aid in meeting the needs?
2. How do you prepare the person for referral?
3. How are referrals received from other agencies?

F. Follow-up

1. What aspects of guidance require follow-up?
2. When will we follow up?
3. How are we going to follow up?
4. What records are kept for follow-up?

G. Evaluation

1. What aspects of the person's life do we need to know and understand?
2. How do we get at these aspects?
3. What does the student need educationally?
    a. Where should he start?
    b. How should we progress with him in guiding for learning?

H. Placement

1. What kinds of placement will need to be done?
2. When will we place the individual?
3. Why is the particular placement necessary?
4. How do we go about placement of specific individuals?
5. What agencies are used in placement?
6. How will these agencies be used?

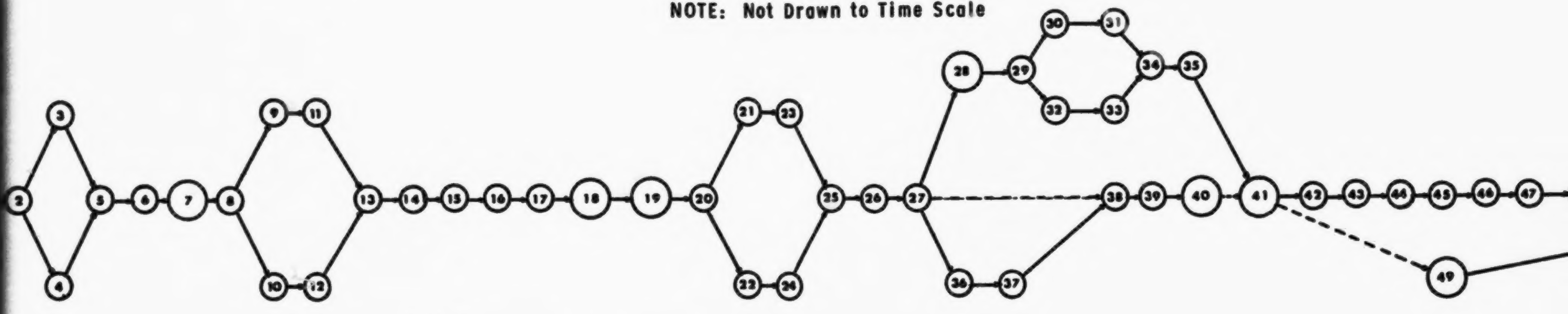
I. Group guidance

1. How can the group situation be most effectively used in assisting the individual?
2. When is group guidance most effective in the program or class?
3. What techniques are most effective and what structuring can be done?
4. What are the topics or problems which can be most effectively used in group situations?
5. What is the teacher's role in group situations?

Summary of P E R T Network for Special Guidance and Counseling Project

Adult Basic Education   Region VII   Office of Education

NOTE: Not Drawn to Time Scale



Coding

1. Start Project F.Y. 1969
2. Start Personnel Selection
3. Complete Regional Staff
4. Complete State Staffs
5. Start Staff Orientation
6. Complete Staff Orientation
7. Start Phase I
8. Start Regional Staff Meeting
9. Start Phase I Guideline
10. Start Determination State Responsibilities
11. Complete Phase I Guideline
12. Complete State Responsibilities
13. Complete Regional Staff Meeting
14. Start Individual State Reports Phase I
15. Complete State Phase I Reports and Submit to Regional Staff
16. Start Regional Analysis of Phase I Reports
17. Complete Phase I Regional Report
18. Complete Phase I
19. Start Phase II
20. Start Regional Staff Meeting
21. Start Phase II Guidelines
22. Start Determination of State Responsibilities
23. Complete Phase II Guidelines
24. Complete Responsibilities
25. Complete Phase II Regional Staff Meeting
26. Start Individual State Phase II Report
27. Complete State Phase II Reports and Submit to Regional Staff
28. Start Phase III
29. Start Teacher Training Package
30. Start Package Objective
31. Complete Package Objective
32. Start Package Format
33. Complete Package Format
34. Start Package Production
35. Complete Package for Distribution
36. Start Regional Model Development
37. Complete Regional Model
38. Start Regional Report Phase II
39. Complete Regional Report Phase II
40. Complete Phase II
41. Complete Phase III
42. Start Teacher-Trainer (Regional)
43. Complete Teacher-Trainer (Regional)
44. Start Teacher Training (State)
45. Complete Teacher Training (State)
46. Start Final Evaluation of Project
47. Complete Final Evaluation of Project
48. Finish Project F.Y. 1969
49. Start Project F.Y. 1970
50. Start F.Y. 1970 Operation

Milestone	- Date	(To) Milestone	- Date	Major Activity
1	Nov. 1	7	Dec. 5	- Staff Selection and Orientation
7	Dec. 5	18	Feb. 25	- Phase I
19	March 5	40	June 6	- Phase II
28	April 16	41	June 6	- Phase III
41	June 6	48	Aug. 31	- Workshops & Evaluation
1	Dec. 5	48	Aug. 31	- Overall Project Duration

Legend

(oo) Milestone

◎ Event

⟶ Activity

---→ Non-critical Activity

Memo No. 2

THE UNIVERSITY OF TEXAS
DIVISION OF EXTENSION
AUSTIN, TEXAS 78712

Office of
Extension Teaching and Field Service Bureau
201 Extension Building
(512) 471-7335

April 21, 1969

TO: All Guidance and Counseling Personnel in Special Project for Region VII

FROM: The University of Texas Staff

RE: Updating of Project Status

We received all state reports for Phase II on time and would like to thank all personnel for the promptness and completeness of those reports. The quality of all reports indicate considerable time and effort. The information contained in your reports will assist our staff considerably with the tasks ahead.

If you will recall, the reports just submitted will assist us in two major operations:

1. Writing the Phase II Report indicating regional implications; and
2. Providing basic information for the development of the Phase III Teacher-Training Package.

We are currently analyzing the data and other information contained in the reports as the preliminary step in beginning the writing of the major Phase II Report. We hope to have the Phase II Report finished, printed, and delivered to you no later than May 30.

The development of Phase III began with our staff meeting with the staff of the Southwestern Cooperative Education Laboratory in Albuquerque. This meeting was held for two days on April 16 and 17. Developments from that meeting pertaining to Phase III are listed below.

There will be ten basic units and each unit will have from one to three lessons. The unit headings are as follows:

Unit I--Introduction (Pre-test)
Unit II--Awareness of Human Needs
Unit III--The Dropout Problem of ABE
Unit IV--The Ego Needs of Adults in the ABE Program
Unit V--Domestic Problems Affecting Classroom Performance of ABE Students
Unit VI--Community Structure Impact on ABE Students
Unit VII--Referral Services Available to ABE Students
Unit VIII--Techniques in Teaching ABE Students
Unit IX--Methods of Placing the ABE Student in Proper Content Levels
Unit X--Summary (Post-test)

Characteristics of the "package" will be:

1. Approximately 18 hours of instruction;
2. Continuing evaluation beyond initial pre- and post-testing;
3. Numerous resources listed and referred to in the presentation;
4. A master package containing instructions to the presentor, filmstrips, transparencies, and audio tape presenting the unit format and content;
5. A teacher package keyed to the material presented in the master package; and
6. Points within the presentation where states and local districts can logically insert material in greater depth where such feels necessary.

The units as listed were selected in an effort to meet, at least partially, all of the problems indicated by the states. The units are designed to give teachers awareness, identification, and possible solutions within stated unit areas. Much of the information presented within the lessons of given units is couched in behavioral terms so as to allow the persons working with the region, state, or local presentations to evaluate the immediate impact of the presentations on the teacher. In addition, a built-in continuing evaluation will also be provided to assist in evaluating our continuing program next year.

As work progresses on actual development, we will forward such information to you.

PROBLEMS ENCOUNTERED IN ADULT BASIC EDUCATION PROJECTS WHICH MUST BE CONSIDERED IN DESIGNING A GUIDANCE AND COUNSELING PROGRAM

Regional Overview

All five states indicated that the lack of trained professional counselors was definintely a drawback to the Adult Basic Education program. It was indicated that even if professional counselors were available, their training did not necessarily make them adequately prepared for dealing with the adult. Suggestions were made that institutions of higher learning make provisions in their counselor training programs for courses that deal with adult psychology and adult learning, and that incorporate practicums which use adult resource centers for clients.

Four states out of five indicated explicitly that because of the nature of the Adult Basic Education program, the teacher's allegiance is divided. Most Adult Basic Education programs are part time in nature and the teachers who are used, in most part, are "moonlighting." Even though teachers are the most logical personnel to instruct in guidance functions (because of the lack of other available personnel), it must be remembered that divided allegiance is taxing to the individual in both the mental and physical realms. The part-time approach to the Adult Basic Education program limits necessarily the amount of home visitations that a teacher may make and also limits the amount of in-service training that can be scheduled as a valuable aid in instructing teachers in guidance and counseling principles.

The contributing causes of the high attrition rate, which is of concern to all, seems to be centered around such areas as goal setting, decision making, lack of proper orientation to the Adult Basic Education program, and need for proper motivational techniques that are geared to the mature adult.

Another crucial area covered in the state reports centers around funds for the Adult Basic Education program. The lack of adequate funding appears to limit the purchase of appropriate guidance and counseling materials, limits the research that is necessary to deal properly with the Adult Basic Education student, hampers the securing of adequate facilities suitable for the adult (many programs use public school plants which are of necessity open for use only in the evening), curtails adequate in-service training time which should be made available to the personnel of Adult Basic Education programs at no expense to them, and makes it almost impossible to institute a systematic program of counseling and guidance.

The "culture gap" between the teacher and the student is of concern to state ABE personnel. Provision for awareness training for the ABE teacher appears apropos in this area. A related concern which needs attention is a systematic public relations program. The use of proper public relations techniques should also help raise the number of ABE enrollees and help decrease the high attrition rate.

Arkansas

One of the dilemmas that professional educators always face is an uninformed public. This is particularly true when an educational program has been in existence for a number of years, and many faulty perceptions about the objectives and operations have been allowed to develop. The general public cannot be expected to take a positive point of view about a program unless they are systematically informed with regard to its purpose and the goals to be accomplished. This is not to say that good public relations will sweep away all vestiges of prejudicial treatment of ABE enrollees. Public relations, however, should help convince community leaders that upgrading ABE enrollees, either extrinsically or intrinsically, is actually an uplift for the total community. One way to accomplish this is to involve the community leaders in the ABE project. This involvement will not only provide the leaders with insight about the program, but should also provide the ABE teacher with valuable resource persons to help broaden the classroom experiences of the ABE student.

Another concern is the dropout rate in these classes. Several interrelated factors have been mentioned as possible causes for the high dropout rate, for example, the lack of adequate research data with regard to the abilities, attitudes, values, etc., of the ABE student. Another factor could be that most of the ABE teachers have been trained and have had experience working with particular age groups but not illiterate adults ranging from very young to very old. Does this have an adverse effect in working with the ABE student? A large percentage of the supervisors of ABE feel that the teachers as a group relate quite well to the ABE student and that they are dedicated professionals who take their work seriously, regardless of training at the elementary or secondary level. There seems to be no reason to doubt this; therefore, it would appear that the dropout feels that the program, rather than the teacher, is inadequate to fulfill his needs. In most instances the programs are more than adequate for the purpose of teaching these basic skills.

The starting point to correct the student's faulty perception of the program is to make some determination of why they are there. Is this for vocational improvement or strictly for the purpose of self-improvement with no thought of advancement occupationally? The highest incidence on the part of the student probably stems from two sources. One source of disappointment might be that learning to read or improvement of reading skills is much more difficult than the student had anticipated. The teacher may need to take more time in the first three weeks to work on the affective or emotional aspects of the course rather than the cognitive. Most of these ABE students have experienced failure for so long they do not believe it possible for them to succeed; therefore, the level of motivation will be quite low. In the beginning the teacher will need to take time to positively reinforce each individual success regardless of how small. It is necessary to always reinforce success but not in the same proportion as the course progresses.

The other factor in the dropout problem is student expectations of a vocational nature. The concept that all one needs is an education to be successful, of course, is erroneous. It is only one of the factors, and the ABE student needs to realize that he is in a small minority who cannot read, not a small minority who can. This point seems to be an extremely delicate point and, if it is not handled properly, could cause even more of a dropout problem. In these first crucial weeks, an adequate orientation program about job requirements could be discussed. This should cover all requirements, not only the basic skills necessary. The ABE student will be able to experience reality testing much easier if he has the facts regarding employment in general. The teacher might continue to impress upon the class the necessity for basic skills in any occupation. Any individual needs to see the relationship between the effort expended and the possibilities that exist, but the possibilities should be of a realistic nature, in line with the skills and experience of the student.

The ABE student in general faces a multiplicity of negative factors in returning to the classroom. Reading is the most difficult skill, and it calls for a great deal of frustration tolerance on the part of the learner (and the teacher) before it can be mastered. Most of the ABE students do not have any reservoir of frustration tolerance because of their background, i.e., ethnic minority, poor, culturally deprived, unskilled occupations, illiterate, inadequate skills, etc. This background leads to inadequate ego-strength or an "I can't" attitude.

The ultimate success of the ABE program centers around the classroom teacher and her awareness of the many problems discussed in this section. The awareness depends, of course, on the individual teacher and her approach to the students. She must respect the position of most ABE students with regard to cultural deficiencies, but at the same time the students must realize that the teacher has her values as an individual. This classroom interaction can be extremely broadening for both student and teacher if this mutual respect is maintained.

The ABE program could be strengthened considerably if all classroom teachers had the availability of professional counselors to consult with. The professional counselor could help increase teacher awareness of the problems facing the ABE student and suggest possible methods of handling these problems.

The shortage of professional counselors and the lack of adequate materials and research data describing the ABE student should be of primary concern in this project. While the classroom teacher can perform some personnel functions, there is an obvious need to develop a systematic teacher-counselor approach to serving the students. A part of this personnel function could be developed, incorporating pertinent information into the classroom lesson plans. There are instances, however, when the teacher should have a professional counselor with whom she can consult.

Louisiana

The following factors must be taken into consideration in developing a guidance and counseling program for Adult Basic Education students in Louisiana.

Very few educators are professionally trained to offer the type of guidance and counseling service geared to mature adults who have completed less than eight years of schooling.

Funds are not presently adequate to employ certified counselors to give guidance and counseling services in our ABE program. It is also to be considered that most of these counselors are serving on a full-time basis in the day-school program. Only a few might be available for guidance with adults on a part-time basis, which is not conducive to the interviews and follow-up activities required in an adult program.

It is understood that most institutions of higher learning in Louisiana have not offered courses to train educators for this specific type of service in guidance and counseling. It will be at least four years before counselors of adults are available if adequate training courses are begun now.

Incorporating guidance and counseling into the Adult Basic Education program is so urgently needed that we must begin the training of some educators to the best of our abilities *now* in order to offer these services to the ABE students immediately. The teachers now engaged in the ABE program are the most logical ones to be trained because of their unique experiences with, and knowledge of, their ABE students. The following is an excerpt of a teacher's statement about what she has encountered as a teacher of adults:

> In past years I have listened to domestic problems of all natures, problems involving failing of their school children. I have even advised in the disciplining of teen-agers. I have worked on individual budgets and income tax returns. Even their religious and political views have become matters for my consideration.

One of the basic principles of guidance and counseling is to know the counselee and, of course, these teachers are well versed in this respect. Teachers of adults have, in fact, been carrying on informal guidance and counseling among their students for many years.

It is agreed that a person cannot become a certified counselor within a short period of training. It is obvious however that something in this field must begin immediately; therefore, that "something" shall be what can best be established under the existing circumstances and carried on until sufficient certified counselors become available.

ABE students are now in urgent need of guidance and counseling services in order to attain coherent education for a purpose. This can be greatly assisted by whatever guidance and counseling training can be given to their teachers in the immediate future.

It is believed that guidance and counseling services could serve as a major means of improving the high attrition rate among ABE students. This is a justification for the implementation and administration of this service. Effective guidance and counseling are powerful elements for the re-entry of dropouts and to cause other functional illiterates to enroll in an Adult Basic Education program.

Public school facilities are usually occupied during the day for children. The ABE program must therefore be conducted during the evening hours.

Most of the available qualified teachers are already employed full time and can teach adults only during the evening hours. Teachers and classroom facilities are at least accessible at the same time for the purposes of Adult Basic Education.

New Mexico

Shortage of Trained Counselors

The shortage of guidance personnel in ABE is the same in New Mexico as in other states in Region VII. Although counselors are available in most of the larger centers, these persons have not had adequate formal training in working with adults. In fact, formal training, such as courses in adult psychology and adult counseling techniques, is unavailable in most state colleges and universities.

Inexperienced Teachers

As described in the New Mexico Phase I Report, practically all ABE teachers are full-time employees of the public schools. These teachers are trained as elementary and secondary school teachers and have no formal training in working with adults. They have rarely experienced and often do not understand the obstacles faced daily by the ABE students—previous school failures, fatigue, job worries, insecurity, financial problems—that affect student motivation.

Goals of ABE Counseling

Motivating adult students to stay in school is a prime goal of the counselor. To do this, he must understand the adult's initial motivation in beginning the ABE program. He must capitalize on the adult's maturity and experience in living. He must direct the adults toward realistic goals and must be able to discuss openly local prejudices, job opportunities, and employment requirements as they exist in the students' communities.

The teacher must also take into account the adult student's need to be accepted which may be so great that he may resort to subterfuge to mask his inadequacies.

This and other characteristics of the ABE student are reported in the first section of this report. The second part defines the terms important to this study, and the third outlines the roles played by ABE personnel in guidance and counseling. Since the teacher is closest to the student, his role is stated in detail. Finally, the last part specifies a plan for implementing a guidance and counseling program for ABE.

Oklahoma

The lack of trained personnel in sufficient numbers to service the numerous Adult Basic Education classes and the geographical locations of these classes make it impossible to justify the financial expenditure necessary to provide counseling services for each of the classes.

In the future professional education for careers in guidance and counseling of adult learners in basic education should be required to take their practicum in an adult resource learning center. It is further recommended that the curriculum of the future adult counselor include a course in guidance and counseling of ABE learners.

The adult learner must have goals which produce immediate success as well as a long-range educational plan to stimulate motivation. The proposed long-range plan must be realistic in relation to the student's aptitudes as well as meeting his individual needs.

The ABE teacher must be sensitive to the appropriate placement of the adult learner, in that work that is too difficult or too easy tends to produce separation from class. It is also desirable that the ABE teacher exhibit an attitude of sincerity in student-teacher relations. In planning the ABE learner's educational program, a realistic time schedule must be presented to the learner. It must be emphasized that there is not a magic formula for immediate success. In some cases the program will require less time than the learner expected.

In a majority of the ABE programs, the teaching staff will continue to be part-time teachers with full-time duties in the regular school. The only problem this presents is that the administrators of the ABE programs must provide an adequate and meaningful in-service training for the teachers involved.

The administrators of the local ABE programs must strive to employ teachers that possess the proper empathy toward the ABE student. The teachers employed should be certified, meeting all Oklahoma standards, as well as having the proper feeling toward this group of people with whom they will be working.

The administrator, counselor, and teacher should be responsible for conducting a public relations program that will inform the community of the benefits of the ABE program, utilizing the following media: appearances before civic clubs, news media, and local organizations (such as Chamber of Commerce, Industrial Employers, Local Union, Federal Government Agencies, Employment Security, Welfare, and County Health Department) to talk about the ABE program.

Texas

Below are listed general problems and some specific problems relating to the proposed guidance program:

1. Lack of funds for added administrative work load such as reporting test results, in-service training, and student record keeping.
2. Lack of funds for purchasing tests and other guidance materials. The student per capita expenditure for all instructional materials (books, workbooks, texts, etc.) is low, less than $10.
3. Part-time teachers do not have spare time for in-service training and for preparing guidance materials.
4. Some administrators and teachers will perceive even simple guidance functions as an additional duty added to their already crowded schedule.
5. Students are part time; they see the teacher not more

than six hours each week and, even then, not as an individual, but rather as a group.

6. Some students do not know how to communicate their needs to a teacher of the opposite sex, from the middle class, with an Anglo background.
7. Some teachers, even those whose ethnic background is similar to the adult students, view undereducated adults as primarily educable beings as opposed to human beings.[1]
8. Lack of trained counselors interested on a part-time basis in working with adults and assisting in setting up and conducting in-service training for teachers of adults.
9. Uncertainty of funds for projecting the future of the guidance efforts. Example: If I guide an ABE student to MDTA, will the program be in existence one or two years from now, and in what form? Will ABE funding stay the same, go up, or go down, and how will it affect the role of guidance?
10. Will the community be able to incorporate the changing adult into its way of life? The teacher and school administration are acting both as agents of change and as perpetrators of tradition and maintenance of status quo. The guidance efforts are attempting to make the adult more self-aware, more outgoing, and more self-assured. (His role will change because his self-image will change.) Will the adult be frustrated by unwillingness of the community to accept the changing role upon which his status and life style has existed for many years?
11. Lack of standardized achievement tests for adults, stemming from the fact that there is no standardized ABE curriculum in Texas.
12. ABE faces competition with other school and social activities and other education and federal programs in the community. Adults have to decide in which one they will participate.

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[1] *Counseling Educationally Disadvantaged Adults,* Rose Mary Pattison (Ed.), Indiana State Department of Public Instruction, 1968.

CHARACTERISTICS OF STUDENTS

Regional Overview

The following tables indicate the statistical information as sent by each of the five participating states to the Regional Staff.

TABLE I

ABE Programs Indicated in Percentage Figures

	Arkansas	Louisiana	New Mexico	Oklahoma	Texas
Urban	53%	38%	71.7%	Concentrated	*7%
Rural	47%	62%	28.3%		93%

*Estimated from Phase I Report.

TABLE II

Age Ranges in Percentage Figures

	Arkansas	Louisiana*	New Mexico	Oklahoma	Texas*
18-24	18%	16%	21.1%**	NR	16%
25-34	20%	20%	29.3%	NR	55%
35-44	29%	23%	25.2%	approx. 50%***	
45-54	17%	19%	15.2%	NR	19%
55-64	10%	12%	7.3%	NR	10%
65-over	6%	10%	1.9%	NR	

*Percentages from Phase I Report figured by Central Staff.
**Fiscal Year 1970, the minimum age will be reduced to 16.
***Between ages of 30 and 45.
Note: NR=Not Reported.

TABLE III

Sex

	Arkansas	Louisiana	New Mexico	Oklahoma	Texas*
Male	40%	30%	43%	40%	44%
Female	60%	70%	57%	60%	56%

*Taken by Central Staff from Phase I Report.

TABLE IV

Ethnic Background of Enrollees

	Arkansas	Louisiana	New Mexico	Oklahoma	Texas
White	33%	NR	87.1%	33.5%	NR
Negro	66%	60%	3.7%	40.0%	NR
Other	1%	NR	10.2%	26.5%	NR

TABLE V

Educational Background of Students

Level of Enrollment	Arkansas	Louisiana	New Mexico	Oklahoma	Texas
1–3	24%	Average No. years completed: 4.75	Over 50% have less than 7.3 years completed	25%	NR
4–6	45%			50%	NR
7–8	31%			25%	NR

TABLE VI

Income Level

Arkansas	Louisiana	New Mexico	Oklahoma	Texas
NA	Ave. income of males with less than 8th grade education: $3,428.00	NA	NA	NA

Note: NA=Not Available.

In addition to the statistical information as given by each of the five states delineating the characteristics of the Adult Basic Education student, each state also discussed in narrative form other characteristics of the ABE student. This section of the overview will relate topics or areas which were discussed.

Four states–Louisiana, New Mexico, Texas, and Arkansas–indicated that many specific characteristics of the ABE student were a direct result of a language problem. Many of these adult students are affected by the language or communication barrier (particularly for those whose first language is not English). Their inability to communicate adequately with employers and/or the community is precipitant to descriptive characteristics that are generally believed to be descriptive of the ABE student. Such characteristics that might come from this inability to communicate are laziness, timidity, lack of competitive spirit, nonpersistence, ineffective reading ability, suspiciousness of "new fangled" ideas, sensitivity to nonverbal forms of communication, failure to understand referral system with all its forms and "red tape," and vulnerability to suggestion.

General characteristics mentioned in the state reports include the following:

1. Are good-hearted, lovable people
2. Are religiously oriented
3. Are prideful (They will not accept help from "outsiders" even if it means upgrading, and they resent photos and articles which throw a bad light on them or their culture.)

4. Think differently (fatalistic, pessimistic, "eat, drink, and be merry" for there is no tomorrow)
5. Are deeply loyal and deeply committed (to family—especially the Mexican-American—and to religion)
6. Are nonpersistent, e.g., for job hunting or completing a program of education when obstacles are met (This results from their sense of "nowness"—no sense of delayed gratification.)
7. Have ill health, low rate of upward mobility, unemployment, and poverty
8. Live in dilapidated houses and lack decent clothes
9. Are recipients of welfare (Receiving welfare checks is advantageous because expenditures and payments are very predictable. Landlords and creditors will let them purchase or contract for services based upon the predictability of welfare checks.)
10. Have little self-confidence
11. Have wide range of aspiration

The mental ability of the ABE student is in direct proportion to the age of the student. As a rule the greater the age, the slower the performance rate of the student. The ABE student is able to learn but at a slower pace and with shorter periods of instruction (shorter attention span). The guidance and counseling personnel should be cognizant of this physiological aspect as related to the adult learner.

The characteristics from the Region VII state reports also refer to the area of personality. With increasing age there appears to be disengagement or a dissociation of themselves from other persons, greater depression (especially those with ill health), and greater constriction (fewer and fewer responses, probably from a fear of being wrong and the necessity of using more than one of the physical senses in a check-and-balance fashion, whereas before only one sense was necessary for the decision-making process).

Arkansas

Statistical Characteristics

1. Geography (Distinction set at population 5,000)
   Urban–53%
   Rural–47%
2. Age
   18-24–18%
   25-34–20%
   35-44–29%
   45-54–17%
   55-64–10%
   65-over–6%
3. Sex
   Male–40%
   Female–60%
4. Ethnic background
   White–33%
   Negro–66%
   Other–1%
5. Educational background (These statistics show the number enrolled at these levels, rather than their actual educational background before enrolling.)
   1-3–24%
   4-6–45%
   7-8–31%
6. Income level (Not available)

Narrative Characteristics

The problems of unemployment and poverty in rural areas are more widespread than those in urban slums. Rural areas are in a period of transition. Mechanization and increased uses of chemicals, pesticides, and automation in typical rural areas and in processing industries have displaced both jobs and workers. The unskilled worker must therefore migrate to the city in search of a job. He does not possess the necessary skills to obtain work and therefore becomes a recipient of welfare.[1]

The general public has characterized the underdeveloped with the following traits: high rate of unemployment, language problems, racial and ethnic diversity, high turnover of residence, and low rate of upward mobility. If this is true, the results will be a higher rate of people on welfare and a higher rate of dropouts from school.[2]

Many live in dilapidated houses without decent clothes for going to town and with only informal intermittent transportation for getting to job and community services.[3]

In many instances the underdeveloped person is not aware of the public services that are available to him (health, social security, rehabilitation, etc.). If he is aware, he may not have adequate means to go to an area where the agency is located. In many areas of Arkansas, agencies are located in only the five or six larger cities of the state or in county seats. This may be several miles from the recipient's home. If he does approach the agency for help, he probably does not understand the "red tape" necessary to complete the many forms required of him prior to his receiving services of the agency.

It is absurd to expect the underdeveloped person with low income to be able to plan purposeful trips to town to seek out the agency office and fill out forms for assistance or training. Job seeking takes persistence, and it is hard for a person in this situation to be persistent in hunting employment and effectively making applications.[4]

[1] "Underemployment and Poverty in Rural Areas," A reprint from the *1967 Manpower Report,* United States Department of Labor (Washington, D.C.: Government Printing Office, 1967), p. 101.

[2] S. M. Miller and Frank Riessman, "The Working-Class Subculture: A New View," *Blue-Collar World,* ed. by Arthur B. Shostak and William Gomberg (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), pp. 59–69.

[3] E. J. Niederfrank, *Helping People in Areas of Disadvantage,* Federal Extension Service, United States Department of Agriculture, Circular 73 (September, 1967), p. 1.

[4] *Ibid.,* p. 3.

He reads ineffectively, is poorly informed in many areas, and is often quite suggestible; although, interestingly enough, he is frequently suspicious of talk and "new-fangled" ideas.[5]

He has been "taken" by unscrupulous merchants who have sold him items at prices that are not fair and who have charged extremely high rates of interest for indefinite periods of time. He may also have signed a blank contract, not knowing what he has signed.

The outstanding weakness of the work is the lack of education. He strongly desires an education for his children, although he may feel alienated from the teachers, the school, and many institutions of our society.

Poverty breeds fierce individualism. Persons are free to pursue their individual interests as long as they do not bring trouble to the family or other people.[6] Many of the underdeveloped people have developed a culture of poverty. The poor think differently. They have a different set of values. They tend to be fatalistic and pessimistic because to them there is no future; everything is today. They do not postpone satisfaction. When pleasures are available, they tend to take them immediately. They do not save because for them, there is no tomorrow.[7]

They are deeply loyal and deeply committed to their way of life. They object to statements and photographs which seem to show them in a bad light. The young people want better jobs and a better life than their parents. They truly want improvement in their conditions. They are not delinquents or lazy or ne'er-do-wells, but a good-hearted, lovable people with a satisfying religious faith which, in many cases, is their main source of comfort.[8]

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[5] Miller and Riessman, *loc. cit.*

[6] Niederfrank, *op. cit.*, p. 2.

[7] *The People Left Behind,* A Report Prepared by the President's National Advisory Commission on Rural Poverty (Washington, D.C.: Government Printing Office, 1967), p. 8.

[8] Niederfrank, *op. cit.*, p. 2.

Desire for improvement is motivated, not so much by drive for achievement, as by flight from deprivation and discomfort.[9]

Many of these same people may find advantages in being unemployed. Receiving a regular payment from a state agency (welfare unemployment compensation) makes economic expenditures and payments more predictable. While working, income may fluctuate due to periodic unemployment or underemployment. Landlords encourage and express satisfaction with tenants receiving welfare checks. Shopkeepers also may extend credit since welfare checks mean regular payments and predictable income.[10]

Many of these people are instilled with a sense of pride that will not permit them to accept help from "outsiders," even to upgrade their educational level or vocational training.

These are but a few of the characteristics of the underdeveloped people. Anyone working with this group must be well aware of each characteristic. He must be a person with warmth who can respect and understand to establish good rapport.

Louisiana

Statistical Characteristics

1. Geography

   The majority of ABE students are located in the Southern half of the state of Louisiana. Rural and semi-rural enrollment into the Adult Basic Education classes constitutes approximately 62 percent of the total enrollment. The remaining 38 percent are enrolled in urban locations and constitute a large enough group to warrant special consideration peculiar to their needs.

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[9] *Ibid.*

[10] Louis A. Ferman, "Sociological Perspectives in Unemployment Research," *Blue-Collar World*, ed. by Arthur B. Shostak and William Gomberg (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 517.

2. Age (Not reported)
3. Sex

   Approximately 70 percent of the total enrollees are females.
4. Ethnic background

   Approximately one-third of the state's population are Negroes. The majority (approximately 60 percent) of the enrollees are Negroes.
5. Educational background

   The average educational background is 4.75 school years completed.
6. Income level

   The average annual income for Louisiana's male citizens, with less than an eighth-grade education, is $3,428 as compared to the national average of $4,338 for the same educational category (U.S. Census of 1960).

Narrative Characteristics

There are large numbers of the total population who speak both French and English and some who speak only French; therefore, definite considerations must be given in developing this program to meet the specific needs dictated by linguistic differences.

The majority of ABE students are enrolled primarily for improvement of personal problems and needs which, of course, include more specifically family, home, and health improvements. A large minority are interested in obtaining employment or employment improvement as well as social upgrading. The very limited opportunity for social upgrading is generally characteristic of the majority of enrollees.

Contributing factors to the limitation are the lack of outside stimulation and communication among the Negro enrollees and the insistence of cultural isolation among the many non-English-speaking (French) enrollees of the Acadian French culture, most of whom are white.

A vast majority of enrollees have exhibited a strong desire and determination for improving their educational potential.

This is evidenced by substantial enrollment in many localities of the state and by substantial educational upgrading of most enrollees.

Characteristics of ABE students as evaluated by their teachers are given in Attachment No. 15.

New Mexico

Statistical Characteristics

The following statistical materials taken from the latest annual report of the New Mexico Adult Education Division describe Adult Basic Education students.

1. Geography
   Living in urban areas–71.7%
   Living in rural areas–28.3%
2. Age
   18-24–21.1%*
   25-34–29.3%
   35-44–25.2%
   45-54–15.2%
   55-64–7.3%
   65-over–1.9%
   *In the fiscal year of 1970 the minimum age will be reduced to 16.
3. Sex
   Male–43%
   Female–57%
4. Ethnic background
   Mexican-American–63%
   Indian–9.2%
   Negro–3.7%
   Anglo-American–24.1%
   *More programs on Indian reservations are being designed.
5. Education
   Over 50 percent of the Mexican-Americans have less than 7.3 years of schooling. Approximately 18 percent of ABE students are enrolled in English as a second language class.

6. Income level (Statistics not available)

Narrative Characteristics

Basically, the ABE students in New Mexico differ little from members of any other minority group: they suffer from the same problems of discrimination and poverty. Their interests, attitudes, and aspirations are fundamentally the same as ABE students elsewhere. Since more than 60 percent of the students are Spanish-speaking Americans, however, they are additionally handicapped by the language barrier.

In common with other low-income minority groups, ABE students have a number of values in direct conflict with those of today's labor market.

Timidity. The norms set up by the majority group for the community tend to be foreign to the minority group member who feels awkward and ignorant in attempting to function in the scope of the group. If he cannot behave in the manner acceptable to the majority group, he is subject to ridicule, job termination, and discrimination. The longer he experiences this type of treatment, the more timid he becomes.

Present-time orientation. The majority of low-income group members are oriented to the present, expressed in terms of immediate reward expectation and self-projection.

Aspiration levels. Depending on the economic and educational circumstances, his aspirations range from very low levels to unusually high ones.

Unawareness of opportunities. Another important characteristic of the ABE student is his unawareness of the various public agencies that can be of service to him. These agencies many times are unadvertised and go unheralded. The training program for Adult Basic Education teachers should stress the importance of making these agencies known to the ABE students.

In addition to the values he shares with economically deprived groups as a whole, the Mexican-American has some unique ones of his own.

Lack of competition. By tradition, the Mexican-American is humble and finds it distasteful to call attention to himself.

He may not know the subtle ways to tell his employer he is ready for a leadership position and he disdains self-acclaim. If he should attain a position of leadership, he becomes the victim of his former peers, who suspect use of unacceptable tactics and systematically "cut him down to size."

Strength of tradition. On the favorable side, the ABE student has some valuable strong points the teacher will find useful in counseling him. Most New Mexico students have stronger family ties than are generally found in other groups. A strong feeling of pride in language, religion, customs, and traditions binds the family together.[11] Another strength is the maturity the student brings to the classroom. The fact that the student has had many and varied experiences improves the relationship between the teacher and the adult. He is first an adult and then a student.

Oklahoma

Statistical Characteristics

1. Geography
   The Adult Basic Education population of Oklahoma, while rural in background, tends to be concentrated in certain metropolitan areas of the state. Such cities as Lawton, Muskogee, Oklahoma City, and Tulsa have the larger proportion of the population.
2. Age
   Approximately 50 percent of the Adult Basic Education population is between 30 and 45 years of age.
3. Sex
   Approximately 40 percent of the population in the ABE groups are men and 60 percent are women.
4. Ethnic background
   Negro–40%
   Caucasian–32%
   Indians–24.5%

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[11] Horacio Ulibarri, "Educational Needs of the Mexican American," NMSU, ERIC, March 1968.

Mexican-Americans–1.5%
Others–2.0%

5. Educational background

   Fifty percent of the ABE population has completed grades 4 to 6 with 25 percent completing above the 6th-grade level and 25 percent below the 4th-grade level.

6. Income level

   Approximately 25 percent receive $0-$3,999; 50 percent receive $4,000 to $6,999; and 25 percent receive $7,000 or above.

Narrative Characteristics

Some of the developmental characteristics of adult learners as summarized from research studies are as follows:

Mental ability: the cognitive process. Not all functions of adult mental ability decline with age; of those that do, not all decline at the same rate. Among the functions of mental ability which do decline with age is the ability to respond quickly to environmental events. While this slowing down may be in performance time rather than cognition, it does limit performance on a wide variety of tasks of intelligence and learning. This limitation is increased if complexity and lack of structure are introduced to the task. When conditions do not impose time limits, and when there is clarity and structure, older people may be expected to perform relatively well. Much of the apparent learning deficit may also be an unwillingness to demonstrate what has been learned for fear of being wrong and seeming unable. This fear of being wrong may stem at least in part from a loss of confidence in one's ability and in one's worth. Doubts regarding one's ability and self-worth tend to lead to depression, social introversion, and, finally withdrawal. Individual differences in older persons are always prominent; therefore, it is important, in evaluating adult ability, that special abilities be evaluated with consideration to the specific interests, experiences, and other personal-social backgrounds of the individuals.

Perception: the processing of sense data. In later life there is usually a decrease in sensory acuity, and this diminishes the effective intensity of physical environmental stimulation. An aging person tends to rely on more than one sense at a time to monitor his behavior or action, which during youth might have been carried out with only one sense.

Personality: the pursuit of self-esteem. The concept of avoidance, better known as disengagement, is one of the most thoroughly researched areas of personality in later life. In its simplest form the concept asserts that with increasing adult age there is an increasing tendency to dissociate oneself from people and activities. There is a slight but very consistent trend for greater depression among the elderly than the young. This trend is especially seen among the aged who are in poor health. Constriction is another personality characteristic of older people which sometimes is seen and the trend on projective instruments is to show fewer responses–a decrease in the percentage of responses based upon the form of the instrument. There are individual differences which indicate reverse patterns to these trends.

Learning: process and act. In the analysis of learning in late adulthood, much effort has been directed to the question of whether learning itself falls off with age or whether it is only the learning performance that does. While the studies do not rule out learning disability in the aged, they do point up the need to pace materials either by self-pacing or slower pacing to permit time for more adequate response.

The needs of adults in the Adult Basic Education centers and classes of Oklahoma tend to cluster around four obvious areas:

Need for economic security: For some, this need is the obtaining of a job. For others, it is meeting the changing criteria for retaining their present job. For those unable to obtain employment at a level of income to meet basic reality needs, it is finding ways to meet the need by a combined program of part-time jobs and financial assistance.

Need for a sense of (real) achievement. Attaining a feeling of being able to accomplish something new and different is a basic need. Some need to increase their educational level to improve themselves; they modify their perception of themselves in relation to their environment physically, socially, and psychologically. Some complete the high school studies, obtaining a general educational development level of proficiency, thereby making advanced study in a needed technical or educational area possible. Some develop interests and skills in arts and crafts or other creative areas that can serve as a necessary outlet for self-expression and give a sense of attainment, success, and recognition.

Need to develop basic skills. Developing skills and tools for achieving more satisfying levels of proficiency is essential to meet basic reality needs. For some, the reality need is being able to communicate at a level necessary to obtain more satisfying relations in all phases of life: reading, writing, speaking, and listening. For others, the reality need is being able to compute and quantify when necessary. This entails developing an understanding of the basic concepts and functions of numbers.

Needs related to a sense of belonging to immediate groups and the larger society. To some, the Adult Basic Education center or class meets the immediate need for a place to go and a reference group for the satisfaction of acceptance, recognition, and sharing. They need to attain an educational level more in line with their changing role as parents faced with the reality that their children have attained a higher level of education than they have. Some need to meet the requirements for becoming a U.S. citizen, thereby satisfying their desire to become identified as belonging to the larger society—a nation.

Some of the aspects of the social milieu of the Adult Basic Education learner which need to be understood by the teacher, counselor, and administrator include:

1. Family structure;
2. Characteristics of community;
3. Power structure;
4. Values held by reference group;
5. Vocabulary of reference group;

6. Problems of multiethnic acculturation;
7. Historical roots of socioeconomic problems;
8. World of work and economic system;
9. Constraints operative in the reference group;
10. Nature of problems as perceived by students and others; and
11. Racism and race relations.

Texas

Statistical Characteristics

Phase I Report of this project presents much of the statistical information describing the ABE student.

Narrative Characteristics

Below are listed some generalizations by Dr. John Craddock of Ball State University:

1. Most are from a background of socioeconomic poverty with no space for reading or studying.
2. Most, when physically ill, resort to home remedies or ride it out rather than consulting a doctor.
3. Money is short; therefore, they buy food and shelter rather than glasses, hearing aids, or dentures.
4. Many may not have the muscular coordination necessary to perform certain classroom tasks.
5. Many may have limited endurance (cannot work all day and care for family), feed children rather than self, and have low scholastic aptitude.
6. Too many home affairs clamor for attention—no baby sitter, not enough money for food and rent, creditors demanding money, etc.
7. To most, the school represents authority, and due to past experiences, they are hostile toward authority; they also fear school and testing.
8. Most bring a feeling of rejection—as members of a minority group who have been demeaned and vilified; many times they resent outsiders. (The primary language may be other than English.)

9. Their self-confidence (self-image) has been destroyed; they need their sense of dignity restored to combat a feeling of hopelessness. (They need to know they can learn.)
10. They are probably, by our standards, culturally deprived—using community resources, library, etc.
11. They are strengthened by being addressed as Mr., Miss, or Mrs. (They may also like to be called by first names.)
12. They have many defense mechanisms to cover up their inabilities—sore throat, broken glasses, injury to hand, etc.
13. They live by a day-to-day philosophy of live: what is there about which they should do long-range planning? (Some have great hope because of their concept of the American dream.)
14. They usually have a different set of values, attitudes, and goals than the middle class. (Most ABE teachers are middle-class oriented.)
15. They are unusually sensitive to nonverbal forms of communication. (They often communicate nonverbally to a teacher or counselor.)
16. They may bring unacceptable behavior patterns.
17. They are reticent, having difficulty expressing their feelings, needs, and standing up for their rights. No one may have ever shown interest in them before, and they do not know how to act.
18. They tend to lose interest easily.

In addition to Dr. Craddock's statements, the following generalizations are made. Mexican-American adults in ABE programs generally are deeply patriotic and highly motivated to learn English and the skills necessary for successful living in the United States. They tend to be human oriented rather than thing oriented. They have a need to talk, to socialize, to be recognized as a man (macho) and a woman. Men are often sensitive to the fact that they are being taught by a woman.

DEFINITIONS AS RELATED TO ADULT BASIC EDUCATION PROJECTS

Regional Overview

Many of the definitions in the five state reports were expansions of the functions of individuals involved in guidance and counseling activities of the ABE program. The following general definitions were developed from the reports of the several states.

Guidance consists of the following services: student assessment, information dissemination, counseling, giving personal direction to individuals, and follow-up activities.

Counseling is a process through which the individual is assisted to know himself, understand his environment, find appropriate solutions to problems, and plan for accomplishments.

The *administrator* is that person who is legally responsible to the state education agency for formal arrangements, reports, etc., whereby the local ABE program is authorized and operated.

The *supervisor* is that person, responsible to the administrator, who plans, directs, and assists in implementing approved programs. Additionally, the supervisor plans and develops, in cooperation with guidance counselors, teachers, and para-professionals, new approaches to problem solving, new programs, and/or improvements to existing programs.

The *counselor* is the specialist responsible for conducting the *program* of guidance and counseling.

The *teacher* (the heart of the instructional and guidance program) provides an atmosphere in the classroom whereby the student can experience success and grow in knowledge and skills. Social, cultural, and interpersonal relations are all a part of the ABE teacher's classroom guidance responsibility.

The *para-professional* (considered by some as one assigned to mere clerical duties) is often a person who has great rapport with the student. It is because of this ready-made relation that consideration must be given to assigning "other than clerical duties" to aides in a well-planned fashion.

Arkansas

Guidance

Glenn E. Smith in his *Principles and Practices of the Guidance Program,* defines the guidance process as follows:

> The guidance process consists of a group of services to individuals to assist them in securing the knowledge and skills needed in making adequate choices, plans, and interpretations essential to satisfactory adjustment in a variety of areas. These services are designed to result in efficiency in areas which require that the individual make adjustments in order that he may be an effective member of society.

Thus it may be said that the guidance program comprises services that are organized primarily for the purpose of assisting individuals to improve their adjustment.

The five basic services offered in a well-organized guidance program are (1) The Inventory Service: collection and assessment of data on students; (2) The Information Service: occupational, educational, and personal-social data accumulated and made available to students; (3) The Counseling Service (to be discussed at length); (4) The Placement Service: assistance in "next step" planning with the students; and (5) The Follow-up Service: a continuing evaluation of programs through follow-up on former students and dropouts.

Counseling

Hatch and Stefflre in their *Administration of Guidance Services* use the following definition:

> The process of helping an individual to analyze himself, evaluate his environment, select an appropriate solution to problems, and make realistic plans is called counseling. This process is supported by all guidance services since it is the ultimate goal of all guidance. Thus, a guidance program without adequate provision for a counseling service may be likened to an automobile without a motor. Counseling is the heart of the guidance program.

The counseling process, to be effective, must be conducted by competent personnel, with adequate facilities and ample time scheduled for this activity.

Administrator

The administrator, as related to the ABE program in Arkansas, is that person who is the bonded agent in a school district (usually superintendent of schools or county supervisor). This individual is responsible for submitting class applications to the State Department of Education, signing warrants for the program, and handling all the financial matters concerning the program. This same person may, in some instances, be the local supervisor.

Supervisor

The local ABE supervisor is that person employed by local education agencies to carry out the following functions:

1. To be responsible to the local school administrator for the overall planning, supervision, and coordination of the total ABE program;
2. To be familiar with the various agencies and organizations concerned with ABE and to assist each to render maximum service to the community;
3. To recruit and assist in the selection and in-service training of teachers and teacher aides of ABE classes;
4. To organize and supervise adequate counseling and guidance services for ABE;
5. To assist in the formation of and to consult with local advisory committees in the field of ABE;
6. To evaluate the various phases of the ABE program and to provide for improvement in the program;
7. To promote and publicize the total program of ABE;
8. To prepare financial, statistical, descriptive, and other reports for the local administration, the State Board, and other legally qualified persons or groups;
9. To represent ABE in the activities of the schools and the communities;
10. To cooperate with the representatives of the State Board; and

11. To attend conferences of ABE called by the State Board or its official representatives.

Counselor

The counselor in ABE is the specialist in the areas of guidance and counseling. He works with prospective students and enrolled students to see that their needs are fulfilled. Typical duties of the ABE counselor are as follows:

1. Conducting program of orientation;
2. Enrollee evaluation through interview, tests (achievement, aptitude, interest), personal and health records, etc.;
3. Referrals;
4. Maintaining and dispensing pertinent and appropriate information;
5. Following up on dropouts, poor attendance, and former students; and
6. Individual group guidance.

The ABE counselor shall be certified by the State Department of Education. He is usually a person employed as a counselor in the elementary or secondary schools in Arkansas.

Teacher

The heart of the ABE program, as in any program of instruction, is the teacher. The minimum qualifications for teachers of ABE are a valid Arkansas Teacher's Certificate to teach the subjects assigned or training in adult education or previous experience in teaching adult education classes.

The teachers base their program of instruction on the degree of inability of adults enrolled to read and write English and the extent of their other basic educational deficiencies. This includes a planned logical sequence of those essentials and competencies deemed necessary for the individuals enrolled to overcome their deficiencies and adapt to and function within contemporary society. The subject matter content of the fields of homemaking, citizenship, consumer education, parent education, and other related areas of study for adults are used as a source of curriculum content in the teaching of basic skills.

The teachers realize the value of guidance and counseling in the Adult Basic Education program. In programs that do not employ a professional counselor, most guidance is done in an incidental, informal manner. There is a need for increased guidance awareness in these programs.

Para-professional

The para-professional in the ABE program in Arkansas is the teacher aide. Only two or three people are working in this capacity at present.

Louisiana

Guidance

There are many and yet probably no all-inclusive definitions of guidance and the relationship that it should have with the various programs carried on by the public school system.

The concept of guidance is predicated on the assumption that man has dignity and worth and is worthy of investigation and assistance; man is not completely self-sufficient and, therefore, needs help in finding the solution to a number of critical problems that confront him.

With this in mind, as good a definition as any may be in terms of functions. The program should assist all ABE students in assessing and understanding their abilities, aptitudes, interests, and educational needs; increase the students' understanding of educational and career opportunities and requirements; encourage and help ABE students make the best possible use of their opportunities through the formulation and achievement of realistic goals; and help them attain satisfactory personal-social adjustments.

Guidance personnel in general are confronted with human beings intimately interacting with their own worlds. No routine application of techniques can be adequate. In addition, guidance must operate within the value structure of a given society and culture, and the values are derived from the group's total experience. The chief concern is for the well-being of the individual. Guidance is neither instructional nor administrative in nature.

The classroom teacher has an important and definite guidance role, but the burdens already placed on teachers make it necessary to obtain professional guidance help.

Counseling

Counseling is a part of guidance services and, by definition, is a face-to-face relationship—a personal relationship between two people with the desired results being to help the individual to know and understand himself and his present and possible future situations so that he can use his potentialities in a way that is satisfying to himself and beneficial to society. In addition, the ABE teacher should be taught how to solve future problems as well as how to meet future needs. An attempt is made to improve adopting behavior in specific areas without altering basic personality structure.

This latter part of the definition cannot be stressed too strongly. The ABE student has become dependent on everyone; in fact, dependence is one of his basic problems. Therefore, it is imperative that the ABE teacher work with him to rid him of his feeling of dependency. If for no other reason, this would indicate the need for specially trained personnel. In addition, adequate space and other necessary materials should be provided.

In view of the fact that few if any specially trained ABE counselors exist, it is imperative that the counselor acquaint himself with the characteristics of the ABE student. It is also important that careful attention be given to the selection of counselors for the ABE program. Studies have shown that many who work well with regular students cannot work with adults.

The ABE student is prone to enter the counseling situation with preconceived ideas regarding the appropriate and effective action required of him; for this reason, a qualified counselor could be the key to a successful distant future ABE guidance and counseling program.

One problem in professional counseling is the attempt of counselors to become psychotherapists. Counseling in its intent is more preventive and developmental than remedial. The goals of counseling are more limited, more concerned with immediate situations and aiding growth, and more concerned with helping the individual function adequately in appropriate roles than psychotherapy. Counseling is for clients and not patients.

Administrator

The administrator of an ABE program in Louisiana is the district superintendent. An effective program of guidance requires the encouragement and full cooperation of the administrator; as is true of any program, it requires trained leadership. The administrator should set the stage for the program because if he cannot show the value of the program to his staff and show enthusiasm and support, the program will fail. He will be held responsible for the degree of effectiveness of the program even though he may depend on others for recommendations and in most cases will delegate much of the authority.

Supervisor

The supervisor, or the director of the local district program, is the one directly responsible for the operation of the total ABE program. His first job is one of planning to be followed by a survey of services currently being offered. This should be followed by the adoption of a plan of action. It is probably wise to use an experimental approach that would call for a short-term plan with goals for the current school year and thus leave the long-range plan tentative and flexible.

He is responsible for selecting staff and assigning specific duties, and he should assign responsibilities for all phases of the guidance services.

A program, to be successful, not only requires but demands trained leadership.

Counselor

If the counselor is properly trained, he will know his role.

Teacher

The ABE teacher in Louisiana is one usually employed full time for teaching children and/or youth in the regular day public school program. They are allowed to teach only two evenings per week in the ABE program.

There are only a few more female teachers in this program than there are males.

All of the teachers have at least a four-year bachelor's degree, which is a requirement in Louisiana to teach in any of Louisiana's adult academic education programs. Teachers are generally well experienced in teaching adults. Eighty-six percent of them have at least one year of this experience. The large majority have been teaching ABE students since the inception of the program and had taught adults prior to the beginning of the ABE program.

These teachers are therefore well versed in teaching adults, experienced in dealing with adult students, and capable of doing counseling and giving guidance to students.

They have a very broad awareness of the problems of the ABE students. Because of the experience gained from discussions with adult students about many problems, the teachers are very receptive to the idea of incorporating guidance and counseling into the Adult Basic Education program. They have expressed and exhibited their desire to help the undereducated adult. These teachers possess the unusual abilities necessary to be trained in this area of guidance and counseling per se for the ABE students.

Para-professional

This person does not necessarily fit into the Louisiana ABE program at this time because of financial inadequacies.

New Mexico

Guidance

Guidance is the personalized part of Adult Basic Education.

Counseling

Counseling is the process of helping an individual to understand himself, his situation, and the relationship between the two in order that he may maintain healthy development directed to goals of his own choosing.

Administrator

The administrator in the New Mexico ABE program is the representative from the sponsoring agency who is responsible for the fiscal aspects of the program.

Supervisor

The supervisor is the individual responsible for the mechanics of the ABE program involving publicity, recruitment of students, employment of teachers, curriculum development, in-service training, etc.

Counselor

The counselor in the ABE program supplants and strengthens the teacher's effort in personal development, helps students understand their own environment beyond the level made possible by the teacher, and provides teachers and supervisors with consultative help through joint planning and coordination of efforts.

Teacher

The teacher is the person who has the responsibility for developing in the ABE student skills and understanding through meaningful lessons and learning exercises. He assists the students in developing good attitudes and habits by encouraging the development of increased self-understanding, feelings of personal worth, and greater skills in interpersonal relations.

Para-professional

The para-professional is any other person who assists in the functioning of an Adult Basic Education program such as teacher aides, guest speakers, advisory board members, tutors, referral agents, etc.

Oklahoma

Guidance

Guidance consists of those organized services offered to the individual adult learner that assist him in facing specific problems and making necessary decisions relative to educational, vocational, and life adjustment planning. This includes the supportive services needed to follow through on decisions and plans made by the adult learner. These organized services are counseling, individual inventory including testing and records, orientation, placement, information, follow-up, evaluation, and research.

Counseling

Counseling is that guidance service which provides assistance to the individual adult learner, through either a one-to-one or group relationship, so that through human interaction the adult individual might gain insight into the specific factors present and alternatives open to him in solving specific life problems or in making decisions relative to vocational, educational, or personal-social adjustment planning. This service is essential to an effective guidance program. While it would be ideal to have a professionally prepared counselor in each center or unit of Adult Basic Education, we recognize at present this is usually not possible. Therefore, the personnel in administrative and teaching positions must offer this service at the level of competency possible. Also, the adult needing counseling at a higher level of competency is referred to such resources available to provide this service.

Administrator

The administrator is that professionally prepared person who is responsible for providing leadership in such functions as planning, arranging for financial support, establishing the budget, organizing the facilities needed for the specific unit program, selecting and employing personnel, scheduling classes, reporting to the state office, and supervising and coordinating instruction and guidance. The administrative title is related to the level of responsibility; at the state office level the title is director, and supervisor and coordinator titles are used for personnel working in adult learning centers. Smaller service units have a head teacher as the immediate administrator.

Supervisor

The supervisor is that person in charge of a subdivisional unit which may consist of one or more teaching units (classes) or facilities. While the title seems to suggest instructional and personnel responsibilities specifically, in some units the role includes other administrative functions.

Counselor

The counselor is a professionally prepared person possessing those skills necessary for effective one-to-one and group relationships. He assists the individual learner through human interaction in the process of solving problems and making decisions relative to vocational, educational, and personal-social adjustment. He also provides leadership in the organization and administration of the guidance program (services) and serves as a resource person for the teacher who requests his services in effective use of guidance techniques.

Teacher

A professionally qualified person who plans, organizes, and guides learning experiences on an individual and group basis, the teacher integrates those guidance services which apply and are needed by the adult learner. That is, for effective learning it is necessary to evaluate the learner's abilities, interests, and other personal attributes (individual inventory). In introducing the learner to the learning experiences, orientation is required. At all points in the learning experience, follow-up and reinforcement are necessary.

While the professional preparation of the teacher cannot be overemphasized, there are essential human characteristics which are needed to make teaching and guidance effective. These are as follows:

1. Nonpossessive warmth (a person who really cares

about the adult learner as an individual person);
2. Empathy (possessing the ability to mentally, at an affect level, relate to the adult person); and
3. Genuiness (being a real person and consistent in the relationship with the adult learner).

Para-professional

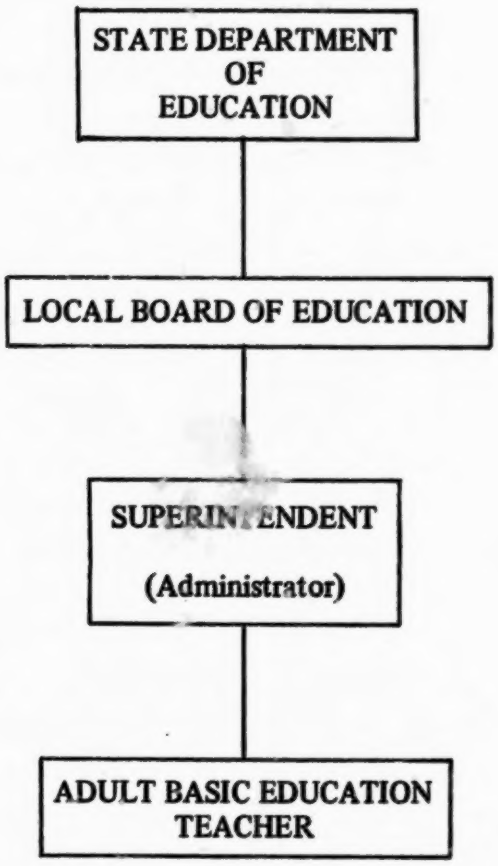
The para-professional is an aide or assistant to the professional administrator, counselor, or teacher. He performs those duties that are assigned and supervised by the respective professional. One of the more important roles of the para-professional is that of indigenous communicator, particularly where there may be language or cultural problems unique to the specific group of adult learners.

Organizational Structure of Adult Basic Education Programs in Oklahoma

1. Schematic 1 is the organizational chart for individual Adult Basic Education units and classes.
2. Schematic 2 is the organizational chart for area Adult Basic Education learning resource centers with coordinated study groups and classes.
3. Schematic 3 is the organizational chart for urban Adult Basic Education learning resource centers with coordinated community and industrial study groups and classes.

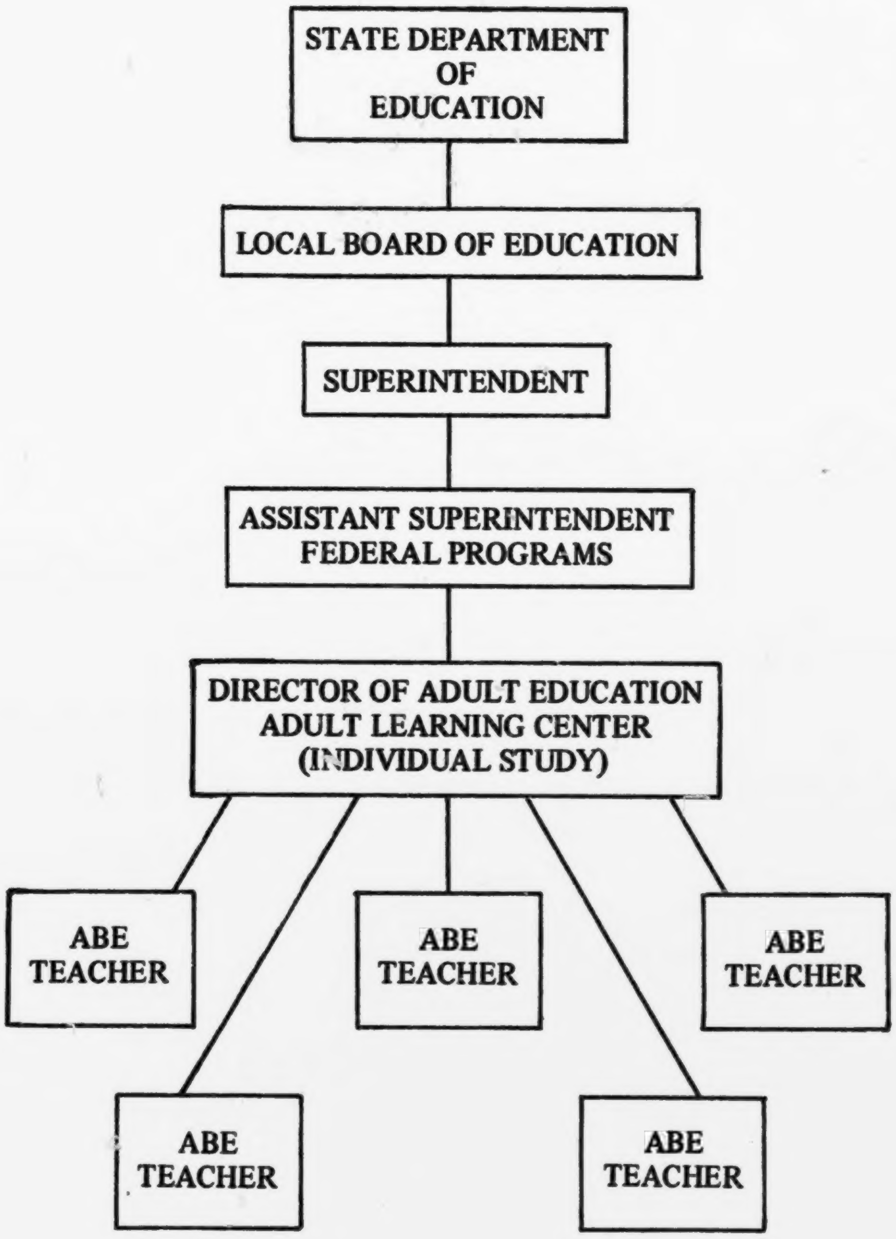
SCHEMATIC 1

Individual Adult Basic Education Units and Classes


STATE DEPARTMENT OF EDUCATION
LOCAL BOARD OF EDUCATION
SUPERINTENDENT (Administrator)
ADULT BASIC EDUCATION TEACHER

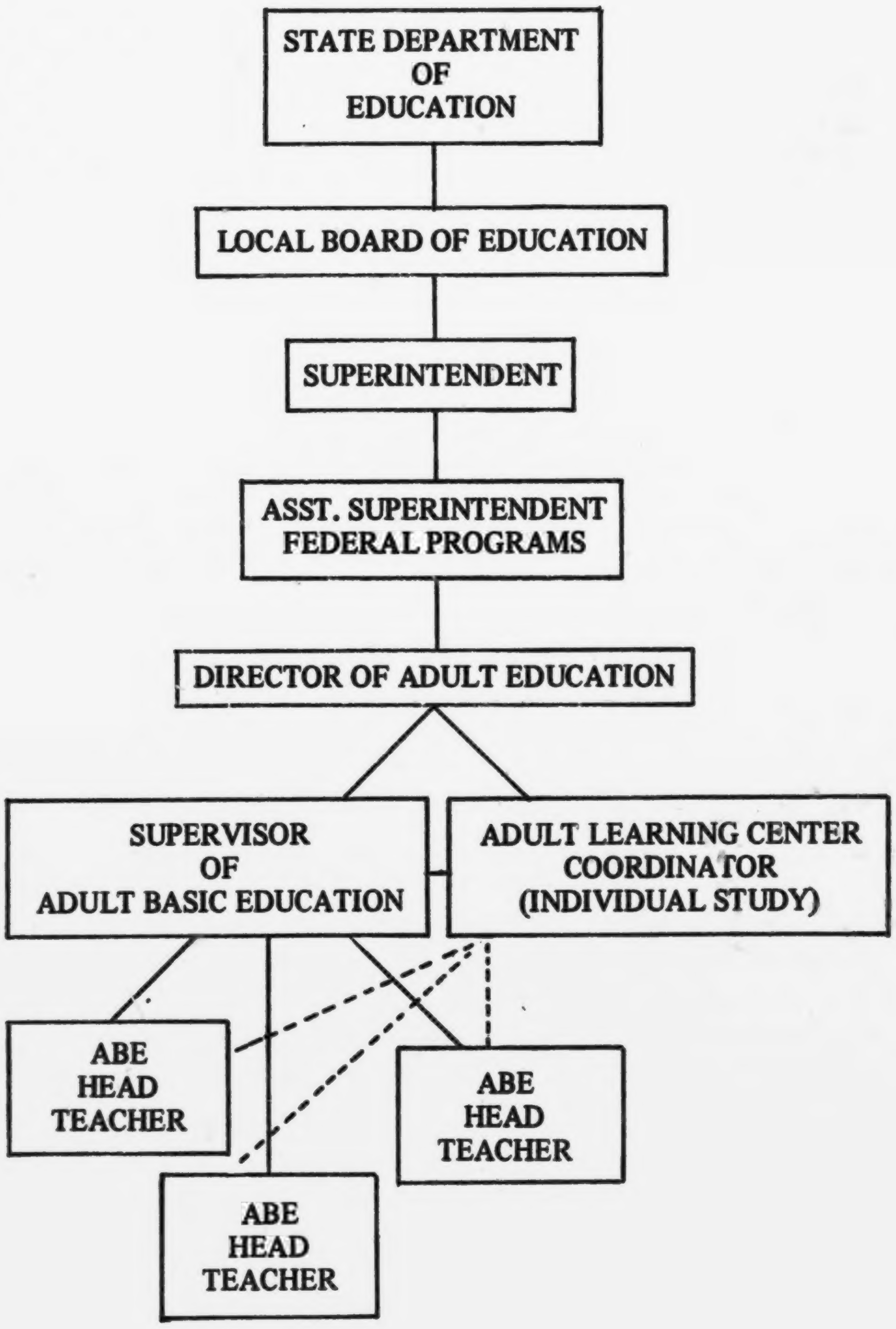
SCHEMATIC 2

Area Adult Basic Education Learning Resource Centers With Coordinated Study Groups and Classes


STATE DEPARTMENT OF EDUCATION
LOCAL BOARD OF EDUCATION
SUPERINTENDENT
ASSISTANT SUPERINTENDENT FEDERAL PROGRAMS
DIRECTOR OF ADULT EDUCATION ADULT LEARNING CENTER (INDIVIDUAL STUDY)
ABE TEACHER
ABE TEACHER
ABE TEACHER
ABE TEACHER
ABE TEACHER

SCHEMATIC 3

Urban Adult Basic Education Learning Resource Centers


STATE DEPARTMENT OF EDUCATION
LOCAL BOARD OF EDUCATION
SUPERINTENDENT
ASST. SUPERINTENDENT FEDERAL PROGRAMS
DIRECTOR OF ADULT EDUCATION
SUPERVISOR OF ADULT BASIC EDUCATION
ADULT LEARNING CENTER COORDINATOR (INDIVIDUAL STUDY)
ABE HEAD TEACHER
ABE HEAD TEACHER
ABE HEAD TEACHER

Texas

Counseling

Counseling is traditionally seen as that part of guidance which is a one-to-one relationship between counselor and client, dealing with problems of the client that may be personal, vocational, or educational in nature. Counseling is also seen as working with groups concerned with these same problems. The process encompasses assessment, diagnosis, and prognosis of problem areas as well as treatment of those problems.

Guidance

Guidance is dedicated to the service of the individual and, through the individual, to the improvement of society. For the ABE student, these services may include:

1. Evaluation of present status–personally, vocationally, and economically;
2. Greater awareness of future potential in all three above areas;
3. General health/hygiene practices;
4. Awareness of sources of help for mental, physical, and financial difficulties; and
5. Awareness of function as a citizen (in some cases becoming a citizen).

Administrator

The administrator of Adult Basic Education is responsible for planning, directing, and executing all phases of the local program. He is directly responsible to the local superintendent and school board. He may delegate responsibilities to a supervisor or "head" teacher. He is responsible for the selection of instructional aides, equipment, selection of teachers and other personnel, the preparation of reports to the Texas Education Agency, and the evaluation of the program. He is responsible for providing in-service training to all his staff which may include teacher aides (paraprofessional) and counselors.

Supervisor

The supervisor is, in many cases, another name for the administrator described above. He may be called a director or supervisor; in either case, his responsibilities are similar.

Counselor

The counselor in Adult Basic Education is the person responsible for overseeing the part-time guidance efforts of the administrators, teachers, and teacher aides. He sets up the administrative machinery with the assistance of the administrator. He conducts in-service training for guidance awareness for teachers and teacher aides and is available as a resource person for group guidance. In some cases, he may be called upon to counsel an individual student. He provides information and other resources to each teacher so that they can incorporate guidance information into the existing curriculum. He assists teachers in preparing and adopting guidance materials for the adult student.

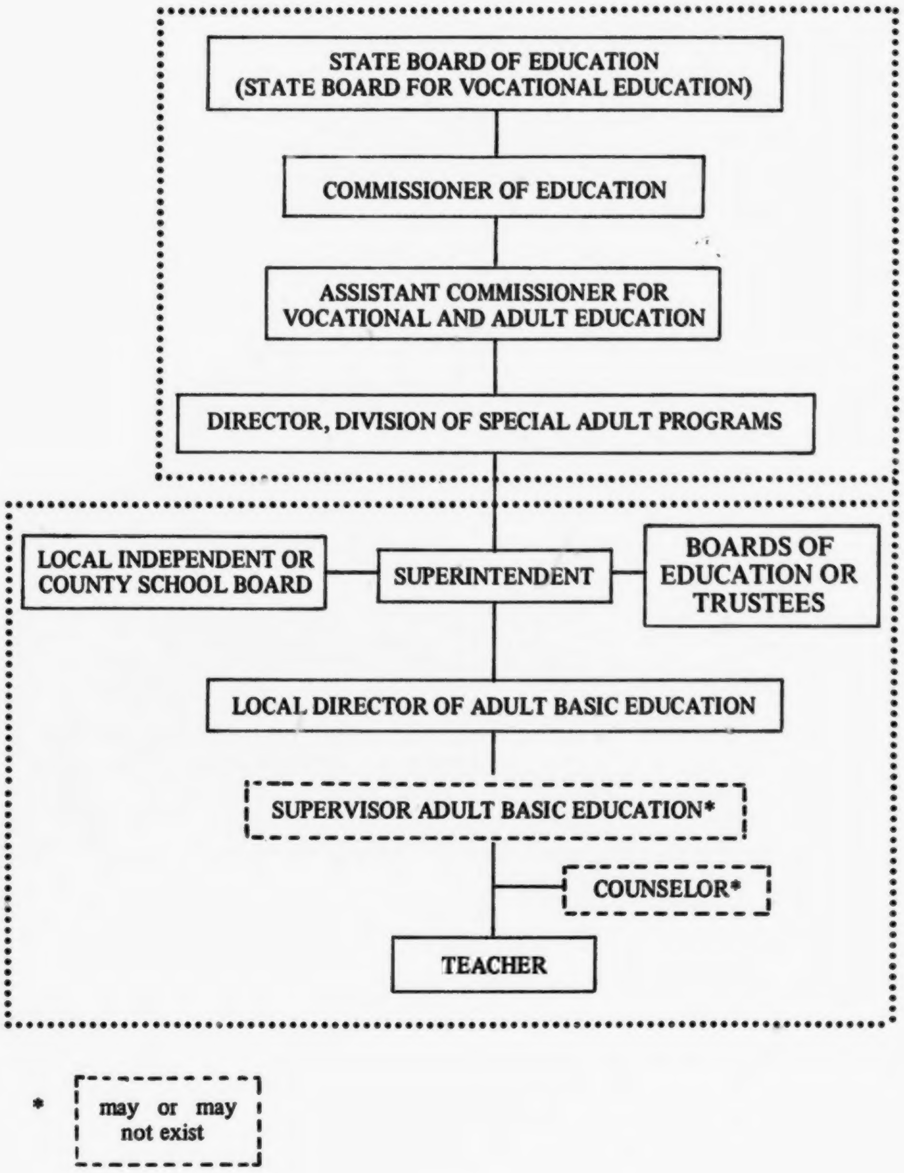
Teacher

The teacher of Adult Basic Education is responsible for providing an atmosphere conducive to adult learning, instructional materials for academic achievement, instructions, and guidance information which will enable each adult to make realistic choices in all areas of adult living. The teacher is responsible for analyzing and diagnosing the specific individual needs relating to academic, social, psychological, and occupational areas; prescribing the appropriate form of learning task; and/or referring the adult to the appropriate source of assistance.

Para-professional

The para-professional may also be described as a teacher aide. The teacher aide assists the teacher in meeting the individual needs of the students while in the classroom. The aide may also score tests, correct papers, make home visits, monitor special activities such as field trips, and serve as translator when language differences are present. During personal contact with the adult student, the aide may discover personal problems. The teacher aide will be able to serve as a patient listener or refer the adult to a source of assistance.

ORGANIZATION OF ADULT BASIC EDUCATION FROM STATE TO LOCAL PROGRAM


STATE BOARD OF EDUCATION
(STATE BOARD FOR VOCATIONAL EDUCATION)
COMMISSIONER OF EDUCATION
ASSISTANT COMMISSIONER FOR VOCATIONAL AND ADULT EDUCATION
DIRECTOR, DIVISION OF SPECIAL ADULT PROGRAMS
LOCAL INDEPENDENT OR COUNTY SCHOOL BOARD
SUPERINTENDENT
BOARDS OF EDUCATION OR TRUSTEES
LOCAL DIRECTOR OF ADULT BASIC EDUCATION
SUPERVISOR ADULT BASIC EDUCATION*
COUNSELOR*
TEACHER
* may or may not exist

GUIDANCE AND COUNSELING FUNCTIONS

Regional Overview

The functions of guidance and counseling in Region VII have been presented by the several states as they are related to various positions in their organizational structure.

The *administrator* (this may be the superintendent of schools, principal, or other designated local administrator) has responsibility for providing funds and facilities, general coordination, and public relations within the bounds of local school board policy. (New Mexico reports that "the administrator plays no part in the guidance function in the ABE program.") These functions include organizing for recruitment, providing in-service training, developing informational services and news releases, in addition to acting as liaison with the superintendent and board of education.

The *supervisor* develops in-service programs, assists with public relations functions, and provides leadership in the instructional and guidance and counseling aspects of the ABE program. He also develops and provides information relative to the ABE program, community resource agencies, and occupational and industrial needs and opportunities.

The *counselor* plans the guidance and counseling program, provides for the involvement of all school personnel, assists teachers through individual and group in-service training, and plays a major role in providing individual and group counseling and guidance. The counselor determines ways in which to implement testing procedures, direct testing, and develop meaningful information about students for the teachers. This includes assistance as a resource person with up-to-date information about educational, vocational training, and employment possibilities.

Para-professionals may be employed to handle the less technical tasks of data processing, reports, and general clerical activities in order that the professionally trained guidance person might function more effectively in his area of responsibility.

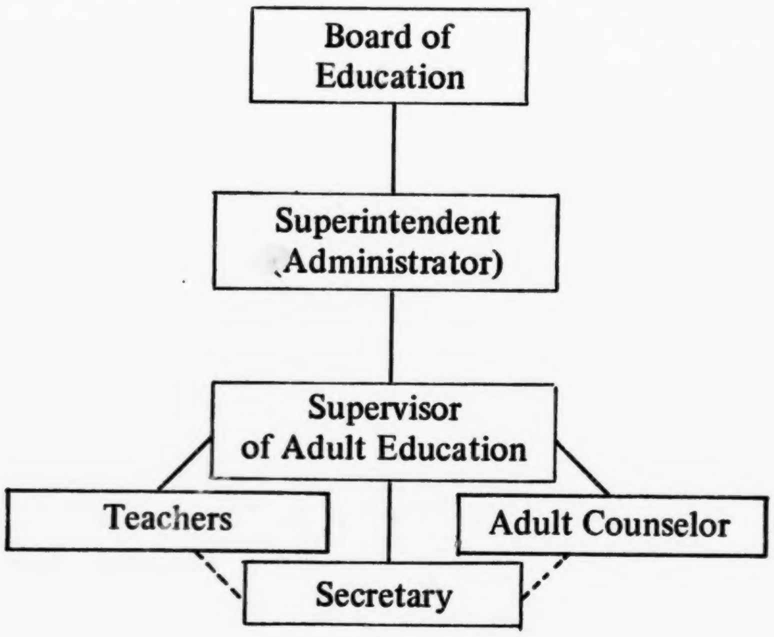
The *teacher* is the "heart" of an effective guidance program. The teacher provides orientation to the ABE program for all new students. (This is considered to be a most critical aspect of the ABE program.) The teacher must know the student. The cumulative folder which is to be kept on each student is but one useful guidance tool.

The teacher also provides group counseling to disseminate information in regard to employment and educational problems, development of social awareness, and referral to agencies which provide special services to individuals. The teacher guides the student to experience success in learning skills, decision making, problem solving, and social growth. He also cooperates in conducting follow-up studies.

Teacher aides perform the same guidance functions as teachers and often have greater out-of-class guidance opportunities. In these instances, the aides serve as patient listeners and as referral agents.

Arkansas

The following chart shows the organization of Adult Basic Education personnel:


Board of Education
Superintendent (Administrator)
Supervisor of Adult Education
Teachers
Adult Counselor
Secretary

Administrator

It is the responsibility of the administrator to provide funds and facilities for the personnel program.

Supervisor

The supervisor of the ABE program should organize and supervise adequate counseling and guidance services. He should provide opportunities for the professional development and improvement of guidance services through in-service training. The supervisor should concentrate on maintaining a program of public relations.

Counselor

The adult counselor is the specialist, trained in the area of guidance. The counselor shall implement those activities that enable the enrollee to better understand and function in the environment in which he finds himself.

Teacher

The teacher in an adult program is called on from time to time to function as a guidance person. Even in programs that employ a professional counselor, the teacher may be placed in a situation where a "guidance awareness" would be helpful. It is with this in mind that the following areas have been considered as areas in which the teacher may function if he has more training and information. Two basic rules must be employed in the use of these activities: (1) he must be flexible, and (2) he must be practical.

Orientation. A program of orientation is very important to the ABE program and must not be taken lightly. It is during this time that many of the enrollees will decide whether to return to the program or not. Most dropouts occur during the first two or three weeks of school. Many of these drop out because they are not properly introduced to the ABE program. Suggestions for orientation include:

1. Be informal.
2. Take as much time as is needed to do it right.
3. Make the prospective enrollee feel that he is a part of the planning for the classes.

4. Explain thoroughly what the program can do and what it cannot do.
5. Let the enrollee browse through material to be used in the program. This can be an aid to placement.
6. Discuss problems such as shift work, lack of transportation, baby sitter, etc. Some of these problems may be solved on the spot.

Occupational and Educational Information. There is an abundance of printed material that can be helpful in this area. It is very important that the interests of the students be known before much is done. This is a wonderful opportunity to use resource people, but "be practical." In most instances it would make little sense to bring a nuclear physicist or a brain surgeon to speak to a class about his vocation. On the other hand, bricklayers, carpenters, etc., may be of much value. Information may be given in an informal manner in classes, incorporated into reading and discussion lessons.

Cumulative Folder. Each student should have on file a folder in which pertinent information is accumulated. The information in the folder should include whatever the supervisor and teacher feel would be helpful. It might include test scores, personal data, interview records, progress reports, and health records.

Study Techniques. It is not easy for adults to return to school and get back into the "swing" of studying. The ABE teacher needs to give much encouragement to the student. He must see immediate success and continuous successes to motivate him. He must be confident that neither teacher nor students will laugh at him. The ABE teacher should never show surprise at something the student does not know. Physical facilities are important to the adult returning to school. Chairs and tables or desks should be large enough to be comfortable and suitable. The atmosphere of the classroom should be casual, without the feeling of competition or pressure. Adults should be involved in planning of classes—time, meeting place, and subject matter related to their needs. Although the class should function as a group, each student should be recognized as an individual with individual differences and needs. Truly individualized instruction should be neither bound by nor limited to any text or workbook. "Busy work" is not necessary if each adult is moving at his own pace. The ABE student needs to understand the usefulness of the subject matter if he is to be motivated to study and learn.

Group Guidance. There are several areas in which group guidance may be employed by a teacher:

1. Test interpretation. After the administration of a test, it is important that the enrollee understand the results. It is suggested that this might be done in a group session, giving results of the group as a whole and answering any questions that might arise. If requested, the results should then be given individually.
2. Occupational information. Specific occupations may be discussed or such things as how to apply for a job, personal appearance, obligations which must be considered to be a good employee, etc.
3. Community structure. This area is of great importance to most ABE enrollees. Many times they feel that the community is passing them by or that they are not really a part of the community. The opportunity to talk about this and to get others' ideas can be helpful.
4. Interest groups (buzz sessions) give small groups with a common interest an opportunity to discuss the interest area as a group.

Community Agencies (Referral). There are certain agencies in any area that can be of service to ABE enrollees. The students should know where they are and what they do. (Refer to Attachment I.)

Educational Placement. Adults have had many and varied experiences. Differences increase with age and mobility. Adults come from a wide variety of backgrounds, and the intelligence levels will vary greatly in a typical ABE class. The placement of these adults into the appropriate level of study is often quite difficult. How then should it be accomplished?

The teacher should be aware of the problems surrounding placement and the role that they play in this placement.

Follow-up. This aspect can be very valuable to the evaluation of the program. The follow-up may range from a very informal, simple teacher evaluation of students to a very formal, extensive research project on dropouts. Individual needs of each program should determine what type of follow-up activities to plan for.

Para-professional

The para-professional may be helpful in recruiting, scoring tests, filing information, etc.

Louisiana

Administrator

The administrator has the overall responsibility of a guidance program involving the establishment and leadership role. It is generally agreed that he should establish the role of the guidance person but should permit the counselor to prescribe his own functions in carrying out the role. In order for a guidance program to be effective, the administrator must provide leadership and the necessary funds and supplies for realistic operation. Any matter relating to local-bound policy must be considered by the administrator who will formulate a framework under which the guidance program must operate. In his capacity, should the situation be conducive to such, he may delegate immediate supervision of the program to a subordinate.

Supervisor

A supervisor in any formal program is responsible for carrying out the policies set by the administration and for giving direct assistance to the program. Where so trained, he may provide assistance in the role of a consultant in guidance; however, regardless of his professional preparation, he is to provide leadership and provisions for in-service training to those under his supervision. In short, he should provide an "umbrella" of instructional leadership to promote good service and improvement to the guidance program.

Counselor

It is the counselor who must be able to structure the guidance program in such a way as to involve all the school personnel in order to assist the individual to attain his maximum potential in keeping with his interests, aptitudes, and abilities. His personal guidance functions would include providing orientation, individual inventory, information service, counseling, placement, and follow-up. The function of counseling is considered the "heart" of guidance and is most important as it is a one-to-one relationship for assisting the individual in obtaining a good concept of self. In providing the other guidance services mentioned, a good counselor will involve all school personnel and other citizens who can contribute much to the program.

Teacher

The general responsibility of the ABE teacher is to provide meaningful educational experience to students. These experiences should include the entire scope of the individual student's experiences and should not be limited solely to the teaching of basic academics.

Specific functions of the ABE teacher in fulfilling these general responsibilities are adequate and continuing professional education, which includes not only general educational orientation but specific studies and workshops geared toward the teaching of adults. This training should include formal college courses, special ABE institutes, and pre-service and in-service workshop training.

He should conduct a continuous recruitment program for ABE students while striving to retain those who are currently enrolled. This function involves every avenue of salesmanship and constant professional reassessment of classroom practices and attitudes toward retention factors.

Classroom functions of the ABE teacher should include complete orientation sessions with each new student. These sessions should be both motivational and informative in nature and consistent with a genuine concern for the well-being of the student.

The teacher shall determine student educational levels through achievement testing, providing the student is literate. These achievement tests are also to be utilized for diagnostic purposes in determining where emphasis should be placed in teaching through individualized instruction.

It is a necessary function of the teacher to arrange for adequate and appropriate student materials and to attend to any other required physical materials, facilities, or equipment.

Individualized instruction is recommended for most ABE classes, allowing each student to progress at his particular level and rate of progress. The teacher should make sure that the student feels he has learned something new at each class session.

A personal and genuine interest in each individual student by the teacher is an integral part of successful ABE instruction. These students should be managed in a dignified and competent fashion while developing a wholesome rapport between teacher and student.

The student's progress should be measured periodically for both motivational and diagnostic reasons. A final achievement test should be administered at the termination of the school year to determine overall academic progress.

Administrative functions of the ABE teacher include the maintenance and submission of all required records and reports, as well as standard classroom records. This shall also include an annual evaluation report on progress in all areas including guidance and counseling. (See Attachments 8 and 9.)

The functions of the ABE teacher shall not be limited to the classroom since plans, contacts, outside discussions, and limited travel are integral necessities of the program. As an ABE teacher with 12 years of experience in teaching adults recently stated, "The role of an Adult Education instructor never lends itself to just teaching academic areas. Somehow, one gets involved in all phases of the students' lives."

Para-professional

The term "para-professional" guidance worker is only one of a number of terms which are essentially synonyms. Such terms as "sub-professional," "counselor assistant," "counselor aid," and "auxiliary personnel" are frequently used. Regardless of such titles, all individuals are considered to be employed to perform certain guidance functions at a less professional level than the certified counselors. Most believe the primary function is to relieve the counselor of many routine and clerical duties. The functions are primarily differentiated from those of the counselor on the basis of the relationship established with the client. Little research is present and the duties vary, but the APGA statement defines the guiding principles as being some direct or indirect help to the counselor to relieve him to engage in more activity of a professional nature. It is generally felt that the function of the counselor may be damaged if para-professionals encrouch upon the professional functions of the counselor. It would seem that counselors could well be relieved of the burden of scheduling classes, jogging class sizes, data processing, transcript handling, and similar duties which may well be performed by the para-professional.

New Mexico

Administrator

In New Mexico the administrator plays no part in the guidance function in the ABE program.

Supervisor, Counselor, and Teacher

The New Mexico committee felt that a team approach to guidance and counseling functions would enhance the program. Since the functions are interrelated, their relationship is best shown by the schematic on the following pages.

In addition to the guidance functions outlined on the schematic, the following areas relate directly to the ABE teacher:

TEAM APPROACH TO GUIDANCE AND COUNSELING IN ABE

GUIDANCE FUNCTION	SUPERVISOR	COUNSELOR	TEACHER
Overall View	1. Clarifies the role of guidance and counseling to all ABE personnel. 2. Lends support to total guidance program.	1. Helps set up functions and goals of G&C in the ABE program. 2. Makes sure each member of the ABE team has a firm understanding of his role within the total ABE guidance structure.	1. Knows much about the ABE student that is important and that can be helpful to his development. 2. Has experience and training which can be developed to share ABE guidance functions.
Orientation	FUNCTION OF ENTIRE ABE STAFF—COOPERATIVE EFFORT All must be knowledgeable of the totality of the ABE program—offerings, objectives, etc. Individual interviews, group discussions, recruiting procedures		
Placement (All ABE personnel must be knowledgeable of the rationale and procedures for testing and interviewing for placement.)	1. Sets up ABE program based on federal, state, and local regulations. 2. Makes class and teacher adjustments to fit needs of students.	1. Implements statewide testing procedures (1969–70). 2. Directs testing program. 3. Interprets results to ABE teachers. 4. Suggests student class changes.	1. Does the actual testing under direction of the counselors. 2. Apprises counselor of possible misplacement. 3. Utilizes testing results in planning lessons.

GUIDANCE FUNCTION	SUPERVISOR	COUNSELOR	TEACHER
Individual Analysis	1. Arranges for counselor to have time and place and help necessary for data collection. 2. Gets feedback from counselor on data interpretation.	1. Collects necessary data about individual ABE students. 2. Analyzes and interprets data. 3. Maintains feedback to entire ABE team for the enhancement of ABE program.	1. Identifies student needs through understanding and acceptance of the individual student. 2. Provides emotional support and reinforcement. 3. Encourages the development of a cooperative class structure. 4. Assists counselor in collection of data by interviews, group discussions, observation, and knowledge of students.
Information Giving Common Categories: Occupational-Vocational Educational Social Personal	1. Arranges for guest speakers in specific areas of information. 2. Provides areas for group guidance and group instruction.	1. Acts as resource person. Must be knowledgeable and up to date on local educational and vocational training possibilities. Must have wide range of knowledge of various helping agencies and their availability. 2. Utilizes group or individual guidance and/or counseling sessions.	1. Makes referrals to counsel. (Knows when to make the referral.) 2. Handles group instruction in areas of adequacy. 3. Develops confidence to handle group guidance sessions.

GUIDANCE FUNCTION	SUPERVISOR	COUNSELOR	TEACHER
Counseling	1. Makes certain that ABE program has qualified counselor available. 2. Sees that the counselor has the time and place conducive to counseling.	Conducts group or individual counseling as deemed feasible. (Feedback if needed–always within the limits of confidentiality.)	1. Makes referral to counselor. 2. Provides background information if required by counselor.
Follow-up (Much of this information needed for quarterly and yearly federal and state reports.)	1. Assists with collection of needed data. 2. Allows counselor time to complete this phase. 3. Recruits new students. 4. Handles curriculum and program instructions.	1. Directs post-testing in accordance with state plan. 2. Works with administrators and teachers in collection of relevant data. 3. Allows self extra time at completion of program to summarize, analyze, and interpret data. 4. Points out strengths and weaknesses of program–suggests changes for following year.	1. Conducts post-testing under direction of counselor. 2. Has exit interviews to determine accomplishments of group and individual ABE students. 3. Works with counselor and supervisor in planning innovations and curriculum changes to enhance the local ABE program.

Occupational and Educational Information. Teachers will generally be aware of much information in these areas that can be passed on to the ABE student. For more specific information, the teacher should utilize the expertise of the ABE counselor, the local employment office, and area vocational school personnel.

1. In what ways can the ABE teacher keep abreast of current occupational and educational information that might be of value to his ABE students?
2. What educational, vocational, and technical programs are available in the community?
3. What agencies and people are working to bring industry into the community? What types of industry would be acceptable? Could manpower needs be met?
4. What on-the-job training programs are available? Are there any apprenticeship programs available? Does the community have an NYC program?
5. What can the ABE teacher do to help his students establish realistic vocational and educational goals?
6. To whom can the students be referred for more occupational and educational guidance and counseling?

Cumulative Folders. The teacher should not be encumbered by the clerical task of posting data in the cumulative folders. Clerical details can best be handled by a secretary, clerk, or teacher aide or by utilizing volunteer help. Teachers, however, can facilitate the collection of data. Proper storage facilities are the concern of the supervisor. The interpretation of data is the responsibility of the counselor.

1. Who is responsible for the confidentiality of the cumulative folder in the ABE program?
2. What kind of information should the folder contain?
3. What method should be used for writing up and filing confidential information?

Testing. New Mexico will inaugurate a statewide testing program in Adult Basic Education this coming year. In programs which have a counselor, he will be responsible for directing the testing program and the interpretation of the data. The actual administration of the test will be done by the individual teacher. In small programs that lack counselors, the supervisor will direct the testing program.

1. Is the ABE teacher familiar with the testing program that will be introduced into the New Mexico ABE program this coming year?
2. How can test results help the ABE teacher better help his students?
3. What are some of the pitfalls which can easily be avoided in testing adults?
4. Does the ABE teacher familiarize himself with the instructional manual before giving a test to ABE students?
5. Is the teacher familiar with some of the tests for ABE students that have been published recently?

Identifying Student Needs. Teachers know that a need exists when a student's behavior interferes with the use of his abilities in productive and satisfying ways. Teachers must have an understanding of adult psychology to be able to cope with restrictive, inappropriate behavior, rewards, and reinforcement. Through the establishment of empathy, the teacher becomes aware of the needs of the ABE students and in many areas can competently assist the student in making needed changes. In other areas the teacher should refer the student to the counselor for further help. Teachers should be aware of the high degree of motivation that is required for the adult student to enroll in a program and the obstacles that he encounters so they may capitalize upon this motivation to keep the student in class.

1. Is the ABE teacher knowledgeable of the cultural and socioeconomic background of his students?
2. Is the ABE teacher aware of the obstacles that can diminish the adult student's initial motivation?
3. How can the curriculum be used to capitalize on the ABE student's maturity and everyday experiences?
4. Has the ABE teacher developed an awareness of the student's needs by utilization of various sections of the New Mexico "Personal Growth Curriculum"?

5. Is the ABE teacher aware of the curriculum guide and of the five major areas that can be incorporated into classroom instruction?
6. Does the teacher feel that the students want to learn and to improve their circumstances?

Employment. Teachers should know about employment opportunities, expectations of employers, and conditions of and requirements for employment in their local area. This need is especially strong for teachers who have enrollees from Neighborhood Youth Corps, Concentrated Employment Program, and MDTA, where ABE and work experience training are part of the total package. Teachers in New Mexico should make use of the "Personal Growth Curriculum for Adult Basic Education." In areas sponsoring these programs teachers should make use of the many consultants and guest speakers available in this area of endeavor.

1. What are some prevocational facts which could be incorporated in the curriculum?
2. Is it important that ABE students know the expectations of employers and the requirements for possible employment?
3, Has the "World of Work" section of the New Mexico "Personal Growth Curriculum for ABE" been used? (Some questions under "Occupational and Educational Information" would also apply under this heading.)

Study Techniques. ABE teachers in New Mexico are all certified and experienced teachers. They should know they have the freedom to alter study techniques through experimentation and innovation. Other methods and techniques which have proven successful with adults can be learned at ABE institutes, in-service training programs, workshops, and through discussion with other teachers, counselors, and supervisors.

1. Has it been necessary to alter techniques so that ABE students would better respond?
2. Have traditional methods and techniques been dropped and innovations tried?

3. Has it been found that most adults cannot be reached by traditional techniques?
4. How can enthusiasm be created in the student?

Techniques for Group Guidance. Because of the educational background and classroom experience of the ABE teacher in New Mexico, group guidance techniques can readily be learned and utilized in the classroom. Group interaction led by ABE teachers can help the individual to identify his own strengths, resources, and success patterns.

1. Why is the organization of the class into a democratic, cooperative group of vital importance?
2. What are some of the initial steps to be taken by the ABE teacher in class to set up a strong group?
3. What are some of the guidance techniques that teachers can use to enrich their classes?
4. How can the ABE teacher use group conflict situations as a basis for further learning?
5. What part do sex roles play in group guidance?

Community Agencies–Referral System. Teacher should be aware of the various community agencies and know how to make referrals. In some communities a compilation of agencies is already available and school counselors are usually up to date on the services and contacts offered. In smaller programs, ABE personnel could work together in compiling and using a list of these agencies. ABE students could also be used in compiling this information.

1. Is the ABE teacher aware of the various helping agencies in the community?
2. How are referrals made to these agencies?
3. How are resource people from these agencies utilized?
4. Is there a listing of services available in the community?

Following is a list of some of the agencies available in Santa Fe. Many of these will have satellite programs on a district or county level; others may have comparable programs in different locales; a specific community may have helping agencies not available to other programs.

Listing of Public and Private Service Agencies in Santa Fe, New Mexico

Personal-Social

Counseling

Catholic Charities, 223 Cathedral Place (982-0441)
Individual and family counseling; services to unmarried parents; adoption and boarding care; limited emergency relief.

Groups, Inc. (983-3749)
Group counseling and therapy; family life problems.

Various churches and church group programs
Individual and group guidance; pre-Cana Conferences, family development programs, etc.

School counselors
Child-parent counseling if problem is school related.

Health and Welfare

New Mexico Department of Health and Social Services, Santa Fe County Office, 1105 St. Francis Drive (827-2376)
Aid and financial assistance to those who are unable to provide for themselves; counseling and rehabilitative programs; financial assistance to the aged, blind, and disabled; aid to families with dependent children; food stamp program; crippled children and adoption services; foster home care and many other services.

Santa Fe County Health Office, 605 Letrado Street (983-6345)
Cardiac clinic; family planning; blood tests, chest X-rays; well-child clinic; immunization shots for tetanus, whooping cough, measles, polio; home-health aides; psychiatric clinic.

American Cancer Society (983-3581)
Relief to cancer patients who cannot afford medical care.

Catholic Daughters of America, 131 Cathedral Place (982-5619)
Various charity projects.

American Red Cross, 410 College Avenue
Blood program; aid to military; help in disaster areas, etc.

Elks, 460 Las Vegas Highway (983-7711)
Food orders for needy.

Knights of Columbus
Food and clothing drives.

Catholic Maternity Institute, 417 E. Palace (982-5501)
Pre- and post-natal care; instructions on natural childbirth, etc.

Odd Fellows Lodge, Cerrillos Road (983-3470)
Provide for the needy.

Child Development Center, 217 E. Marcy (827-2338)
For children under 10 years: psychological evaluation, group therapy; medical exam; referral agency.

Various Service Organizations
- Lions (983-3260)
- Eagles (983-7171)
- Masons (982-0971)
- Rotary (982-3030)
- Kiwanis
- Alcoholics Anonymous (982-8932)
- VFW (983-9045)
- YMCA (982-1823)
- 20–30 Club
- American Legion (982-9092)

Educational and Vocational

New Mexico Employment Service, Pen Road Center (827-2024)
Testing, placement, vocational counseling, unemployment compensation, training programs.

New Mexico Personnel Office, 130 S. Capitol (827-2139)
Testing and placement on jobs.

Veteran's Service Commission, 236 Montezuma (827-2292)
Programs and counseling for veterans and children of deceased or disabled veterans, etc.

Vocational Rehabilitation Division, Harvey Building, Castillo Street, (827-2522)
Training programs; employment; vocational rehabilitation to mentally, physically, and emotionally handicapped.

Social Security Administration, Federal Building (982-3801)
Administers variety of social security programs.

North-Central New Mexico Concentrated Employment Program, Lensic Building
Basic education: training, job development, etc.

Neighborhood Youth Corps, CAP Office, 811 Cerrillos Road
For out-of-school youth; basic education, on-the-job training, counseling, etc.

New Mexico Apprenticeship Council, 137 E. DeVargas (827-2721)
Information on requirements for entrance into an apprenticeship.

Santa Fe City Schools (982-2631)
Information on Adult Basic Education classes and Adult Vocational programs.

Other Resources

Community Action Programs, 811 Cerrillos Road (983-7545)
Various programs: Head Start; preschool program Upward Bound; Young Citizens for Action; VISTA; etc.

New Mexico School for the Deaf, 1060 Cerrillos Road, (983-3321)
Hearing tests; educational and vocational facilities; speech therapy, etc.—preschool through high school.

Santa Fe Indian Hospital, PHS Field Office, Cerrillos Road, (982-3801)
Various health services for Indians.

Santa Fe Day Care Nursery, Grant Avenue
Child care for working mothers of low-income families.

Opportunity Schools, E. Alameda (983-6822)
Works with the educable child.

Good Will Industries, 732 Cerrillos Road (983-7156)
Provides work and services to handicapped individuals.

New Mexico Coop Extension Service, Santa Fe County Courthouse (982-2801, Ext. 430)
Various programs, including information and demonstrations in the area of family living, nutrition, clothing, home management, etc.

Educational Placement. Because of his regular and close contact with the student, the ABE teacher is in the best position to know if a student would benefit from a change of subject or class level. In larger programs, a referral would be made to the counselor; in smaller programs, to the supervisor.

1. When an ABE student would benefit by a change of subject or level, how should the ABE teacher handle this?
2. How does the teacher determine if a student is ready for a change of subject or class level?
3. Has this device ever been used to drop an undesirable student from class?

Decision-making Process: Techniques. The guidance function of the teacher and the decision-making process is to present to the students several alternative solutions to a problem and to allow the student to choose the best course of action. Because of the individual differences of teachers and students, the techniques utilized in any given situation will vary.

1. How does an ABE teacher proceed in the student's decision making?
2. Do students always choose the best course of action?
3. What part do individual differences of teachers and students play in decision making?

Practice in Group Dynamics. Teachers should be aware that the process of group identification is a most important factor in holding adults in a program; for many of them, it may be the first group with which the adult has had an opportunity to identify. The teacher must encourage the development of cooperative class structure since taking an active part in problem solving and decision-making groups may be strange to the student's way of thinking. For help in this area, much literature on group dynamics is available to the ABE teacher.

1. Why is group identification an important factor in holding adults in the ABE program?
2. With what other groups have some of these people been able to identify?
3. Why is it important that each student take part in the group?
4. How can the ABE teacher strengthen face-to-face groups?
5. What are some of the techniques for developing group dynamics?

Information Collecting. The teacher's time is too important to be spent on items such as this if they can be handled by other ABE personnel. However, if the information is vital to the program and can be elicited from ABE students in the classroom, perhaps it can be made to be a learning situation.

1. What types of information might justify the use of the teacher's time?

2. Could the collection of this information become a learning device for the ABE students?
3. Could this information collecting be done by other members of the ABE team?

Orientation. Although this is the responsibility of the entire ABE personnel team, the experienced teacher is in a position to know the needs of the students and to offer invaluable suggestions relative to orientation.

1. Does the ABE teacher have any responsibility in helping with student orientation?
2. How can the teacher assist other ABE personnel in setting up procedures for orientation?
3. Should teachers be asked to interview individual students at orientation?

Follow-up. The follow-up technique need not be complicated; the teacher is in the best position to note the progress of his former students because of the close relationship established in the classroom.

1. What part does the teacher play in the follow-up process?
2. How could an immediate follow-up on erratic attendance be helpful to an ABE student?
3. Are class members sometimes urged to contact students who have dropped or are frequently absent?

Interviewing Techniques. In many programs the teachers may be pressed into service to interview students in preregistration, test interpretation, and education planning. Here, basic interviewing techniques should be borne in mind and mastered by the ABE teacher such as advanced preparation, listening cues, proper use of questions, interpretation of answers, nonverbal clues.

1. Why is it important that teachers know some of the basic interviewing techniques?
2. In what areas of the ABE program could the teacher conduct interviews?
3. Why are attitudes so important in the interviewing process?

Oklahoma

Guidance and counseling functions were not reported as a separate section. Refer to the sections on "Definitions as Related to Adult Basic Education Projects" and "Methods for Implementing and Administering the Guidance Program in an Adult Basic Education Project," pages 49–67 and 93–122.

Texas

Administrator

The administrator's role in guidance is similar to that of the principal of a school. His primary guidance function is to see that the overall operation moves efficiently and smoothly and all the resources are available to the counselor and the teachers. The administrator may in some cases assist in recruiting, enrolling, placing, testing, and performing follow-up of adult students. The administrator may be a qualified counselor in which case he should serve a dual role in small programs.

The administrator organizes public information designed to draw students into the program. He meets with local businesses, industry, and manpower agencies. He provides the counselor and teachers with up-to-date information regarding vocational training available, employment trends, and sources of assistance for special problems. The administrator keeps the superintendent and school board informed of developments in Adult Basic Education. He strives to involve adults in the special services already available to the public school children if they are applicable. He uses the skilled personnel of the school district as resource persons for guidance workshops and curriculum matters.

Supervisor

The supervisor has, at least, the same guidance functions as the administrator described above.

Counselor

The counselor in Adult Basic Education will be part time in almost all instances. His function will be that of overseer, rather than actual counselor. He may be available to the program from 10 to 20 hours per week during the evening. He will bring together all sources of information relevant to the adults' needs in the community and make it available to them through the teachers, group guidance, printed matter, resource speakers, and audio-visual means.

He may engage in some adjustment counseling in rare cases. He will serve mostly as a referral agent taking special care to see that his efforts are successful. He will also prepare teachers to refer students to the appropriate source.

Teacher

The teacher is the person the adult meets most frequently in the Adult Basic Education program. The teacher is present with the student for about four to six hours per week. In small classes the adults will be able to talk more freely with the teacher; therefore, the teacher is the primary guidance person.

The teacher's functions include recruiting, placing, testing, and maintaining records for each student. Depending on his abilities, the teacher may perform group guidance sessions on all subjects relevant to the needs of the students. The teacher is responsible for knowing the sources of assistance available to the students and how to refer students properly. The teacher is responsible for providing guidance information in the classroom. The teacher meets with the counselor periodically to discuss guidance matters.

The teacher is responsible for raising the students' academic performance, providing an atmosphere conducive to self-exploration, and providing students with facts and experiences which will enable them to become more independent of outside assistance.

Para-professional

The teacher aide (para-professional) will perform the same guidance functions as the teacher only under the direction of the teacher, counselor, and administrator. The teacher aide may have more contact with the students outside of class if the aide resides in the target area. In this instance the aide will serve as a patient listener and as a referral agent.

METHODS FOR IMPLEMENTING AND ADMINISTERING A GUIDANCE PROGRAM IN AN ADULT BASIC EDUCATION PROJECT

Regional Overview

An overall plan for pre-service, in-service, and concluding evaluation should provide for determination of roles and responsibilities for various aspects of the training program.

Adult guidance teacher training must be based on a sound philosophy of guidance for ABE. This philosophy should recognize the dignity and worth of each individual.

The guidance training program should be centered around the local needs, provide for both preventive and prescriptive measures, and be guided by the goals and objectives developed in advance of the program planning. The individual student is the focus of the program, and terminal objectives should be developed whereby the program can be evaluated.

The program should be based on service to students. Sufficient time should be provided for pre-service, in-service, and final evaluation. This final evaluation should involve students (primary purpose for which ABE programs exist), teachers, supervisors, counselors, aids, and the administrator.

The local guidance package should contain background information about characteristics of adult students; special cultural influences in the lives of individuals; and ways in which guidance functions can be made a part of, rather than supplementary to, the instructional program. Ego-strength, self-concept, and the development of confidence must be stressed.

Techniques of individual and group counseling should be included. These can be taught through role-playing situations. Again, the emphasis should be on the particular needs of the individual student. (Teachers should be cautioned to assist the student in determining his needs rather than to provide teacher-determined needs to the student.)

Classroom techniques may be "practiced" in the group training sessions. Use of information in the cumulative folder as a guidance tool should be included along with methods of gathering and sharing information about referral agencies. Many of these types of guidance activities can be included in the instructional program. Ways of incorporating these activities in the instructional program should be stressed.

Thorough planning should precede the first class session. First impressions are often the most lasting; therefore, they should be the best possible. Specific suggestions for conducting the first session should be included in the guidance package.

Arkansas

The success of the guidance program will depend upon the acceptance of the guidance package by the ABE teacher. This package must be presented to the teachers in such a way that they will realize it is an important instrument to supplement their teaching, rather than another chore in addition to their regular classroom work.

We in Arkansas will use the following plan for implementation and administration.

1. Regional Workshop in Austin, Texas. We will have seven participants and one staff associate attending the Teacher-Trainer Institute for Region VII to be held at The University of Texas.
2. State Workshop. There will be 49 teachers from Arkansas involved in a state workshop in July.
3. Area Workshops. We hope to be able to hold four or five short workshops over the state. At these workshops the teachers who have attended the regional and state workshops will introduce the guidance package to those teachers who have attended neither.
4. Pilot Schools. There will be two pilot schools in which there will be agreement with the administration and teachers to use the guidance package extensively. The programs will be closely monitored and progress well evaluated.
5. The State Supervisors of Adult Education will work

with local programs to determine the extent of use of the package.

6. A survey will be conducted shortly after workshops are completed. This will be an attempt to gauge the receptiveness of the teachers for the package.
7. At the end of the year, an evaluation will be made to measure the effectiveness of the program. A very simple form will be devised to be used on a statewide survey, while the pilot programs will be studied quite extensively.

Louisiana

The package proposal is prepared in view of existing inadequacy of funds to employ the services of professionally trained guidance and counseling personnel to work with undereducated adults in Adult Basic Education. It is also considered that even if such funds were available, the present supply of professional guidance and counseling personnel for any purpose is woefully inadequate.

The package, which is designed for use at the parish and classroom levels, proposes an interim solution to the problem of extending urgently needed guidance and counseling services to ABE students.

It is proposed that teachers of ABE students be trained to offer these services to their students. It is further proposed that such training begin as soon as possible and that it be continued as long as required by the dictates and needs in Adult Basic Education.

Training programs for ABE teachers in guidance and counseling could be accomplished through regional teacher-trainer institutes, state teacher-training workshops, and local parish pre-service and in-service training workshops. These training programs would continue year after year until the colleges and universities produce sufficient professional personnel to assume all appropriate guidance and counseling activities of Adult Basic Education. Thus, the ultimate goal of this proposal is to place professionally trained guidance counselors at each ABE school center.

A portion of the interim program for guidance and counseling training of ABE teachers is summarized in the package program which follows. It is to be recognized that this package will be modified and improved as the training programs progress. It is to be used as a guide to regional, state, and local parish workshops and as the main instrument for teachers to implement and administer guidance and counseling services in their respective classes.

Development of the Package

A general statement of the package's objectives should be geared similar to that stipulated in the *Acadia Parish Guidance and Counseling Pilot Study (1966–1967).* That statement reads as follows:

> The basic and simple fact that a person is participating in an Adult Education program implies a strong probability of past, present, and future problems which certain functions from the field of guidance could help solve. Guidance in the educational process should be viewed as developmental in nature, constantly striving toward an individual's developing an adequate self-concept enabling him to cope effectively and productively with problems related to personal, social, and educational development. The principal function of guidance to be used in carrying out these aims is the counseling process itself, both in one-to-one relationship and group situation.

In developing the package on the regional and state levels, the following suggestions are given.

The statement of general objectives should be followed with a brief history of adult education, beginning with early civilizations and continuing to our present efforts in this area.

Statistical information on the need for guidance and counseling should be compiled. This information, on national, regional, state, and local needs, could be assimilated by groups of participants within their respective workshops. (References to be available to the participants.) Oral reports and handouts should be compiled and prepared as package take-home materials by the workshop participants.

Purposes and Objectives

Statistical information should be used by work groups on specific purposes and objectives of a local guidance and counseling program. (See Item 1 of Attachment No. 4.) Attachment No. 1 contains a list of these specific objectives and is to be used as a supplement to the work groups after they have completed their "specific purposes and objectives" lists. The groups will then consolidate their findings with those contained in Attachment No. 1. A central consolidating work group will then assemble all findings into a comprehensive permanent list for participants to use in the remainder of the workshop and in developing their respective local programs.

Individual Counseling of Adults

A guidance counselor, experienced in counseling adults, will discuss basic fundamentals of guidance and counseling with the participants. This will be followed by a handout outline of his presentation for future reference by the participants.

Participating educators should again be divided into work groups and be assigned the task of incorporating basic guidance and counseling fundamentals into the areas of the specific objectives which were developed earlier.

It is suggested that these specific objectives be classified into three categories for the purposes of this project: (1) Educational, (2) Occupational, and (3) Personal (family, home, health).

This brings us to the individual counseling portion of the package, and *how* to develop an adult guidance and counseling program.

Example:

Specific Objective: To develop pride based upon increased education.

How guidance and counseling can help to do this:

1. Praise the student (when praise is deserved).

2. Stress the value of education as something extremely worthwhile.
3. Remind the student that it requires exceptional character for an adult to return for more education.
4. Keep student informed of his academic progress.
5. Inform student of the avenues of progress which will become open to him if he continues to improve his education.

The above example lists only a few suggestions as to how to utilize guidance and counseling to help attain a specific objective. This is only an example, not a model.

Work groups shall develop each specific objective in a manner similar to the above example and will again consolidate these into a reference item.

Group Guidance and Counseling

This portion involves class actions resulting from an initial stimulant by the teacher and subsequent motivation by individual class members in the accomplishment of worthwhile objectives. Ideas which emanate from the student are usually the most effective.

Student orientation is the most common form of class counseling. This can cover many areas, such as the value of education, availability of public agency services, community beautification, nutrition, etc.

Teacher participants should develop lists of such orientation areas with suggested ideas for expanding their suggestions. The lists and suggestions should again be consolidated as a handout by a central work group. A suggested five-step teacher operational procedure is contained in Attachment No. 2. This material may be advantageously used in developing this participants' list.

Student Appraisal and Inventory

The student should be appraised of every avenue concerning his needs and progress through counseling procedures. (See suggestions in Attachment No. 2.)

The most obvious avenue of need and progress is, of course, academics. This can be measured through standard achievement testing for diagnostic and grade placement determinations. The student should be informed of his academic deficiencies so that he may work toward improvement in those areas. (Experienced Adult Education teachers tell us that most adult students are inclined to want to work in their strong academic areas and neglect their weak subjects.) It is also very important that the student be kept informed about his academic progress, since he must be made to feel that he is showing improvement. Failure to feel that he is learning invariably results in student dropouts.

A more complete background evaluation of the student can be gained through an individual questionnaire such as that contained in Attachment No. 3. This questionnaire can also serve as a motivational factor to the student since many adult education participants are not aware of some desirable situations mentioned in the questionnaire. In other words, the questionnaire could be used as a guide for the student. This questionnaire should be begun as soon as possible after enrollment; it should be reviewed periodically and evaluated by both teacher and student at the end of the school year.

A teacher-work-group project is developing a questionnaire that will include a complete educational, occupational, and personal background for individual adult students. Work-group findings will be consolidated by a central work group to improve the questionnaire contained in Attachment No. 3. Note the last column provides space to record date achieved or improved. The improved version will subsequently be reproduced as a handout. This will afford an opportunity to include experienced teachers' contributions.

Review of Package Content

A summary of what was accomplished during the workshop will be reviewed by the senior educator in charge of the workshop or by a qualified person designated by him. The summary should contain a brief review of all activities and the beneficial aspects of each activity conducted.

It should be emphasized to the participants that the following information is contained in their take-home package:

1. A copy of this workshop plan for developing the package.
2. General purpose of an Adult Education guidance and counseling program.
3. Statistical information on guidance and counseling.
4. Specific objectives developed from actual needs.
5. Individual guidance and counseling guide in educational, occupational, and personal areas.
6. Procedures for group (class) counseling and orientation.
7. Appraisal and inventory procedures, including a detailed questionnaire for individualized use.
8. List of resources—agencies, individuals, and materials pertinent to guidance and counseling. (See Attachment Nos. 4, 5, and 6.)
9. Suggested evaluation reports.

The workshop will close with question-and-answer sessions on each one of the nine items listed as sections of the package program.

Developing a Package To Be Used At Pre-service and In-service Workshops

Guidance and counseling Adult Basic Education students require significantly different approaches, techniques, and skills with each adult. (See Attachment Nos. 10, 11, and 14.)

It is generally accepted by ABE teachers that home visits are indispensable procedures in conducting guidance and counseling activities.

In-service workshops are recommended by ABE teachers and are next in importance to the pre-service workshops. (See Attachment No. 13.)

Regardless of how complete and detailed the guidance and counseling package is, it is positively recommended that pre-service workshops and at least two periodic, follow-up in-service training workshops be held.

The above described procedures will promote better understanding, resulting in more meaningful achievements on the part of the students, and will certainly bring about varied improvements of the program. It must be thoroughly understood that the techniques and approaches to carry on guidance and counseling may vary in as many instances as there are counselees.

Suggestions for conducting parish pre-service teacher training workshops may be outlined as follows:

1. Schedule the workshops sufficiently in advance to allow all announcements, contacts, and detailed preparation to be made.
2. The agenda for each session should be planned by the parish supervisor, area supervisor, and project director.
3. All physical facilities should be arranged for. Visual aid and handout materials should include those listed in the several attachments and must be prepared in sufficient quantity for each participant to have a copy. All presentations, discussions, and announcements should be recorded. A person should be assigned to this task.
4. The parish supervisor shall preside over each session.
5. The individuals (consultants) needed should conduct the parts of the workshop contacted to develop the items to be covered in their respective fields.
6. The package should be discussed in detailed sequence and used as a guide during the workshops and during the teachers' guidance and counseling activities.
7. Follow-up in-service workshops should be conducted periodically.

It is most important that the ABE teachers be fortified with names of agencies, individuals, and materials as resource aids to conduct the services. (See Attachment Nos. 4, 5, and 6.)

Copies of the items listed in Attachment No. 4 should be made available to the teachers at the parish pre-service workshops, by the state project director, area supervisor, and parish Adult Education supervisor.

Teachers of adults can be trained in the field of guidance and counseling through practical workshops, sufficiently to implement at least some meaningful and important guidance and counseling practices among ABE students participating.

The time of the day and/or night and the number of hours to be devoted per week to conduct the guidance and counseling services is the item on which the least information is available.

Attachment No. 10 includes statements of ten ABE teachers which may be of some help in developing projected schedules for the activities.

One of the greatest incentives or motivating means to cause an adult to enroll in the ABE program is to have the assurance of an adequate existing secondary level educational program for adults. The limitation of 8th grade under the present program is theoretically a "dead-end program."

The individual's cultural image should be improved in keeping with the local cultural possibilities.

It is expected that meaningful change(s) will be effected by each student from the guidance and counseling services given.

Conclusion

If our government can spend many billions of dollars to put one adult on his feet on the moon, it behooves said government to invest a few millions of dollars to put many thousands of adults on their feet on this earth through Adult Education—a permanent assistance.

New Mexico

Phase I

Five teacher-trainers from New Mexico and one staff associate will attend the three-week regional teacher-training institute at The University of Texas in June. As proposed, the workshop will devote one week to guidance and counseling, one week to reading techniques and procedures, and one week to the development of effective local pre-service and in-service workshops. The five teacher trainers involved in the program, the Division of Adult Basic Education of the New Mexico Department of Education, and others will meet in July to formulate and finalize plans for the state workshop.

Phase II

In Phase II, 45 experienced Adult Basic Education teachers from New Mexico and 30 from West Texas will participate in the two-week institute on August 4 through 15, 1969. The institute will be held at the College of Santa Fe under the aegis of the University of New Mexico. The teacher trainers, staff associate, and members of this committee will serve as consultants. Here the emphasis will be on teacher awareness.

Phase III

Beginning in September, local workshops for ABE personnel will be conducted in various regions of New Mexico. These workshops will be organized and conducted by the teacher trainers who attended the regional institute and teachers who attended the state institute. These persons will be assisted by state department personnel and others.

In this manner, every ABE teacher in New Mexico will have been exposed to the counseling and guidance teacher-training in-service package.

Follow-up will be systematically conducted by the state office and the five teacher trainers throughout the ensuing year. An instrument will be constructed and utilized to evaluate the effectiveness of guidance and counseling in ABE. Care will be taken that teachers do not become excessively involved in filling out forms, questionnaires, data collection, and making cumulative folders. The success of the guidance package can be measured through maintaining attendance, by increased enrollments, and through curriculum changes.

Oklahoma

The following components of adult guidance programs are essential to the in-service and pre-service education of Adult Basic Education teachers for their guidance role.

A Philosophy of Guidance

The major emphasis of the guidance point in Adult Basic Education is based on the recognition of the worth and dignity of the individual–his right to strive for those conditions and experiences of learning and living which are necessary and appropriate to the achievement of his optimum development as a person and his optimum usefulness to society.

There is the belief, held by nearly all guidance workers, that there is an inherent need for guidance in all major areas of the adult's life. The needs of the adult learner is a prime consideration in both Adult Basic Education and adult guidance. These needs include:

1. Opportunities to give and receive affection and express human warmth with people who are related closely to him in various life experiences;
2. Opportunities to gain social recognition and a sense of belongingness, prestige, and value as a person;
3. Opportunities to experience a sense of security and safety;
4. Opportunities for self-exploration in order that he may learn on a realistic basis his strengths and weaknesses in a wide variety of experiences and to integrate these experiences into a self-concept which he can accept and live with; and
5. Opportunities for developing mastery, dominance, and achievement.

Guidance is both historically and functionally a "helping" profession. This help is that assistance needed to enable the adult learner to become increasingly self-sufficient.

Adult Basic Education and adult guidance should be recognized as a unit. Each has specific functions, but these tend to overlap in the learning experience. From the guidance point of view, the individual is recognized as the unique factor in Adult Basic Education. The personnel in Adult Basic Education centers and classes should be motivated by a deep respect for the individual adult learner.

The theories and concepts of guidance have been established upon the assumption that adult learners differ widely—not only in their abilities, aptitudes, and interests, but also in their attitudes, needs, and experiences, their patterns of growth and development, and their total outlook on life—and that the understanding of the individual adult and his education must be based firmly on a recognition of these differences. There has been wide recognition almost from the beginning of the guidance movement that guidance, to be effective, must be an organized and systematic effort. Guidance performs an integrative and coordinating function in Adult Basic Education. Adult education theorists have consistently maintained that Adult Basic Education, to be effective, must be concerned with the development of the whole adult learner rather than the mental process alone.

Adult guidance, as well as adult education, is dedicated to the democratic principles and democratic ideals. Thus, adult guidance, in all its aspects, is a process of self-actualization and self-realization for the individual adult. Basic to this particular tenet of the philosophy of adult guidance is a sound but realistic faith that the individual possesses resources within himself to change and modify his behavior toward positive self-realization.

Some Desirable Characteristics Of an ABE Guidance Program

The guidance program is based on a written statement of goals and philosophy which reflects the needs and developmental characteristics of the ABE learner. It has been organized to meet local Adult Basic Education needs and has the support and understanding of the administration and faculty of the ABE center or classroom units. The program is based upon the guidance point of view, which includes at least the following:

1. The program should be unitary planned to reach every adult learner and deal with every phase of his development.
2. It should be preventive as well as prescriptive.

3. It is inseparably related to the whole ABE program.
4. The adult learner and helping him understand himself is of central importance.

All members of the ABE staff participate in the guidance program, and certified counselors are involved in it. There is an adequate individual assessment program which includes testing and evaluation techniques appropriate for obtaining needed information on the individual ABE learner. The program also provides the following services:

1. Personal data and record service necessary to understand the individual needs and learning difficulties of the adult learner;
2. Well-planned orientation service appropriate to prepare the adult learner for the various learning experiences;
3. Information service including personal-social, educational, and occupational information in a form to be appropriate to the specific adult learner;
4. Counseling service on an individual face-to-face basis as well as the interactions in groups to the end that the adult learner gains needed insight into his problems so as to facilitate needed adjustment;
5. Placement service which seeks to place adult learners where they have maximum opportunity to carry out their plans and act upon their choices;
6. Follow-up service concerned with what happens to adult learners after they are placed or have completed certain learning objectives.
7. Research and evaluation service, which requires adequate and reliable evaluative criteria, in order to determine how well the total guidance and instructional programs are functioning;
8. Resource services to teachers assisting the adult learner;
9. Services to administration in developing the adult learning program;
10. Guidance program services that are easily accessible to any adult learner who may wish to use them;

11. Group activities necessary for orientation, group guidance, and special needs that may be met through group interaction.
12. Guidance and counseling for all adult learners;
13. In-service education for the ABE staff in improving the guidance program; and
14. Public relations with the community, agencies, and organizations which can support or assist the ABE program.

In order to be effective, the guidance program must have the following:

1. Adequate faculties, materials, time, and equipment;
2. A built-in evaluation which is continuous in an attempt to determine the effectiveness of the guidance services and the total program in terms of adult learner behavior;
3. Coordination of guidance services;
4. A definite organizational pattern;
5. Continuity;
6. Flexibility, changing and developing as the needs of the adult learners and staff change;
7. Professional reference materials to assist the teachers, counselor, and administration in understanding and improving the services offered; and
8. Diagnostic and referral services, which make necessary resources available for those individual adults who need them.

The Role of the Teacher In ABE Guidance Programs

The primary function of the ABE teacher is that of instruction which involves guidance in every teaching experience. This makes the ABE teacher the key person in the fulfillment of the guidance program. The attitude of the teacher is a contributing factor in setting the atmosphere or environment for learning.

An adult guidance program cannot be achieved without an informal and effective ABE teacher. An important aspect of the guidance carried out by the ABE teacher is that of gaining insight into the student's needs and problems.

If an effective guidance program is maintained, the ABE teacher has the following guidance responsibilities:

1. Has a sensitivity to the specific problems and needs being experienced by the adult person who has decided to enroll in adult basic learning experiences;
2. Aids in the adjustment of the individual adult learners by providing a climate in each set of learning experiences which promotes desirable learner adjustment;
3. Integrates occupational, educational, and personal-social adjustment information into the adult learner's experience;
4. Participates in the planning and development of the Adult Basic Education guidance program and its evaluation;
5. Encourages adult learners to avail themselves of the facilities of the ABE guidance program;
6. Provides information that will keep the adult learner's personal records current;
7. Accepts responsibility to properly administer and interpret group tests useful in determining the adult learner's present level of function in specific skill areas;
8. Is alert to the use of the facilities of the existing community agencies that may assist in reaching the objectives of the ABE guidance program; and
9. Assists the adult learner in developing and maintaining a desirable pattern of attitudes and behaviors that will facilitate maximum learning.

Guidelines for Specific Guidance Practices and Techniques To Be Used by the Teacher

It is the opinion of this team that the *Orientation Meeting* of an Adult Basic Education class will be one of the most important meetings the supervisor and/or teachers will have with the prospective enrollees. Therefore, the Orientation Meeting should be carefully planned, with the entire Adult Basic Education staff. Each member of the staff should know exactly what he is expected to do at this meeting. At this meeting, the prospective enrollees receive information concerning the Adult Basic Education program, as well as participate in some of the decision making. The atmosphere of this meeting should be warm, friendly, and sincere. The following guidelines will help the teacher in the orientation of the new adult enrollee:

1. Physical features of the meeting room:
    a. Have an informal arrangement with furniture comfortable for adults (preferably tables and chairs). Libraries are often used for this meeting.
    b. Have room colorful and attractive with visible adult interests displayed.
2. Reception of students:
    a. Greet prospective enrollees at the door. (Teacher greeting students should have a warm and friendly personality with a pleasant voice.)
    b. If the meeting room is not close to the entrance, the teacher greeting enrollees should walk *leisurely* to the meeting room with the enrollees (visiting on the way). Introduce the enrollee to the teacher in the meeting room.
    c. Meeting room teacher should make enrollees as comfortable and "at ease" as possible. Encourage conversation, trying to create an informal tone to the meeting. Refreshments may be offered at this time.
3. Meeting:
    a. Start on time. (Promptness is important.)
    b. Introduce faculty to enrollees and enrollees to each other.
    c. Welcome and praise enrollees' determination to improve educational abilities. (This could be done by the director, supervisor, or teacher.) Keep the program simple. *Be sincere.*
    d. Pass out sheet for name, age, address, birth date,

telephone, and last grade attended; watch carefully without being conspicuous to determine if some enrollees cannot write and need your assistance.

4. Class decisions necessary to program:
    a. It is important that enrollees become involved at this point. Decide on:
        (1) Meeting nights (class nights must *not be consecutive.)*
        (2) Beginning time of class;
        (3) Class breaks (decisions made by majority rule); and
        (4) Time for smoking break (ten minutes per hour acceptable). Whatever plans are accepted should be practiced throughout the course.
    b. Mention tardiness as undesirable and pass on quickly to another area. Treat absence in like manner.
    c. Take time to mention loss of individual's time, continuity in materials, and instruction.
    d. All class matters should be brought up at this time.
    e. Notes should be taken of decisions made.
    f. Give enrollees the impression that these are their decisions and that they have contributed greatly to the success of the program through this one evening's effort. Make the students feel that they are the most important part of the program.
5. Closing the meeting:
    a. After decisions are made and all necessary information is received, dismiss group in the same warm and friendly manner as greeted.
    b. Dismiss group without spending time unwisely. This will impress the enrollee.
6. After closing the meeting, instructors should meet and discuss the operation of the meeting. Comments good and bad should be reported to the Adult Basic Education Office. This is the one way to improve the program.

In addition to orientation, guidelines for the teacher's role in individual inventory, placement, testing, advisement, and follow-up services are offered. *Collection of information for the cumulative folder should begin on the first night of class.* However, a minimum amount of information, such as name, address, and telephone number, should be obtained at the first session. This group of students is inclined to be embarrassed about such items as type of employment, marital status, educational level, and past employment, record. The address and telephone number, if available, is necessary to help in the *follow-up of students* who do not return after one or two class sessions. *Testing* should be avoided until the student has developed some self-confidence. Therefore, the first educational *placement* should be done by individual conference and the teacher's subjective evaluation. At a later date, students should be evaluated by achievement tests and interest surveys. It is recommended that an achievement test designed for ABE adults be utilized in this evaluation. *Cumulative folders* should be maintained by the ABE teacher with the assistance of administrator or counselor. If the ABE program is a small one-teacher operation, the cumulative folders should be stored in the classroom, available for his use. In the larger ABE programs, where more than one class is directed from an administrative office, the folders should be stored in the office and the posting of information would be accomplished by the assistance of counselors and clerical help.

After the ABE student has adjusted to the class and gained confidence in his ability to complete his planned program, the ABE teacher and the ABE counselor should attempt to obtain necessary information to provide proper advisement of the student as he develops his educational plan. This information should include a complete personal data sheet, work experience, educational background, appropriate test scores, interest survey scores, and information gained by the counselor or teacher in informal coffee breaks.

The following 13 basic how-to questions must be answered by the teacher in order to develop awareness and preparedness for his guidance role in a specific center or class:

1. How to make community contacts and inform the people of the Adult Basic Education Program;
2. How to recruit Adult Basic Education students and prevent separations;
3. How to identify the real needs of the Adult Basic Education student at his level;
4. How to involve the Adult Basic Education student in the early phases of the class;
5. How to establish and maintain interagency cooperation;
6. How to test adults–tests to be used and when to test;
7. How to involve community resource people;
8. How to apply techniques that are appropriate for beginning readers in Adult Basic Education;
9. How to select and use appropriate adult basic materials;
10. How to teach several levels of educational achievement in a single classroom;
11. How to encourage enrollees to become acquainted so that each has a feeling of belonging;
12. How to be sure that each student understands what is expected of him; and
13. How to involve students in making decisions on what is a good contribution to discussion.

Need for Awareness of Referral Resources And Opportunities for Cooperative Arrangements

On the basis of a recent survey (Tables 1 and 2), the following community agencies, institutions, and programs are sources that support the adult guidance and educational opportunities for Adult Basic Education learners:

Churches–Literacy Councils
Public Welfare
Business
Industry
Community Action Programs

Title V–Office of Economic Opportunity
Concentrated Employment Program
Manpower Development Training A
Bureau of Indian Affairs
National Association for the Advancement of Colored People
Employment Security
Civic Groups
Libraries
Civil Defense
Veterans Administration
State Hospital

The services provided by each of these referral sources, the process of referral, and the cooperative arrangement for recruitment of ABE learners from these sources may be explored through group interaction between personnel from these resources and ABE personnel.

An example of such a cooperative referral arrangement and coordinated program is diagrammed in Table 3 with recruitment sources shown in column 1, the services of the adult learning resource center director shown in column 2, the basic education experiences in column 3 under the ABE teacher, the job skills taught by the home economics coordinator in column 4, and some of the employers of adults trained in this cooperative program in column 5.

Needed Understanding and Skills of the ABE Teacher

The Informal Conference. Adult learners will, as they come to know their teacher and gain confidence in him, find time for personal chats. These are times when the teacher serves as a "sounding board" to talk out problems.

The Personal Interview. One of the more effective means for the teacher to become acquainted with the adult learner is the personal interview. The interview can be used to initially obtain information for placement purposes, as well as to become acquainted. Then, at various times, the interview can serve as a means of assisting the learner in self-evaluation as to progress in his program in view of his

TABLE 1
Survey—Adult Basic Education Community Support

Please check items that have been sources of support.	AID FACTORS Financial	Personnel	Materials	Public Relations	Student Recruitment	Job Location
Literacy Councils, Churches (Laubach 1-1, etc.)	2	5	2	10	5	0
Public Welfare	4	9	7	22	27	3
Business	4	5	1	13	11	5
Industry	4	2	3	9	9	5
Community Action	16	9	9	23	24	11
Title V-OEO	-1	-1	2	2	2	2
Concentrated Employment Program	3	4	3	5	5	3
M.D.T.A.	10	6	9	9	12	8
Bureau of Indian Affairs	3	3	4	8	6	3
N.A.A.C.P.	1	2	1	2	1	2
Employment Security	0	1	5	10	14	12
Civic Groups	2	2	4	14	14	5
Libraries	0	4	6	6	1	1
Civil Defense	4	2	3	5	5	0
Veterans Administration	6	1	2	5	6	1
Others						

TABLE 2
Survey–Results
Adult Basic Education Cooperative Support
Arkansas, Louisiana, Oklahoma

	AID FACTORS					
Reported by: Directors of Adult Education	Financial	Personnel	Materials	Public Relations	Student Recruitment	Job Location
Literacy Council, Churches (Laubach 1-1, etc.)	0	15	5	35	15	0
Public Welfare	14	19	7	42	47	13
Business	4	15	6	23	36	20
Industry	4	7	8	24	29	30
Community Action	16	19	9	43	34	16
Title V-OEO	6	6	7	7	7	7
Concentrated Employment Program	3	9	3	15	10	8
M.D.T.A.	15	11	14	19	17	8
Bureau of Indian Affairs	3	3	4	8	6	3
N.A.A.C.P.	1	2	1	2	6	3
Employment Security	5	11	5	25	34	22
Civic Groups	2	12	4	39	34	5
Libraries	0	9	11	16	6	6
Civil Defense	4	7	8	5	10	5
Veterans Administration	11	6	2	10	16	6
State Hospitals					13	16

Processes of Involvement of Community Support Sources

	Number of Times Used
Letters to sources of aid	42
Speakers' schedule before groups	38
Small face-to face study groups (interested citizens)	34
Community school councils	9
Block organization	7
Official cooperation meetings (C.A.M.P.S.-JOBS-C.E.P.S., etc.)	21
Adult education council meetings	23

TABLE 3

Recruitment of Trainees	ALRC Director	or ABE Teacher	Home Ec. Coordinator On the Job (Training Skills)	Employment
ALRC director Model cities director CAP Public welfare Others Vocational rehabilitation Employment security Employers	Arrange for testing for educational evaluation Locator test Record keeping and reporting Center records State reporting Education facilities Coordinating Lesson Planning Meetings Materials Employer contacts Job listings	Basic education Language arts Math Social sciences General education Personal health, grooming, and improvement of physical handicaps On-the-job relations, attitudes, and ethics Family life education Consumer education Job-related vocabulary	Arrange for employers to visit classes and discuss working assignments JOB SKILL: Training in classes Health Distributive Edu. Home Economics Employers On-job training by employers Job orientation	Employment security Job listings to ALRC Personnel director of business and industry

The Adult Basic Education Section and the Home Economics Division have coordinated this program and have established classes in Oklahoma through the Adult Learning Resource Centers under the direction of the Education Division.

specific goals. The teacher needs to develop such interview and conference skills as (1) establishing rapport, (2) asking meaningful questions, (3) observing human behavior, (4) listening for meaning, and (5) inferring the causes of behavior.

Group Guidance Services. The adult learner's reaction and interaction during group activities can provide opportunity for social learning as well as provide important insights for the teacher. The teacher needs to develop such group guidance skills as (1) application of basic understandings of group dynamics, (2) establishing rapport within groups, and (3) observing group and individual interaction and reaction and drawing inferences from these observations.

Referral Services. The problems or decisions faced by the adult learner will at times require the professional help of a counselor or services of a community resource. The teacher needs to develop such referral understandings and skills as (1) knowledge of referral sources and how to make referrals, (2) preparing the learner for needed referral, and (3) follow-up procedures to be sure services were used and any needed recommendations followed up.

Orientation Services. During the initial phase and at such other times when changes in the educational program or placement in an external program is necessary, the teacher should plan and direct, either through individual conference or group guidance, orientation to this new situation. The teacher needs to develop such understandings and skills as (1) knowing the appropriate time and how to orient the individual and group, and (2) using interview and group techniques for orientation.

Individual Inventory Services: Testing. In order to determine where the adult learner should be placed in the ABE program, to measure the student's progress, to determine the student's eligibility for advancement, and to evaluate the ABE instructional and guidance program, it is necessary that tests for the ABE learner be administered and interpreted. The teacher needs to develop such skills as (1) administering, (2) scoring, (3) interpreting, and (4) using the test results for the purposes as stated.

Individual Inventory Service: Cumulative Record. It is necessary that accurate and comprehensive records be developed in the form of an individual cumulative folder on each adult learner. This record is useful in all guidance services, as well as being essential in planning learning experiences. The teacher needs to develop understandings and skills such as (1) what constitutes an accurate and comprehensive record; (2) recording procedures for the various kinds of data gathered; and (3) reading the record and using the data in the specific areas of placement, learning progress, and the diagnosis of learning difficulties.

Placement Services. At various times the individual adult learner will need placement services:

1. Initial placement in the ABE program on the basis of need and level of skill developed:
2. Continuing placement within the program:
3. Resource placement to referrals within the community when needed; and
4. Job placement through employment resources, public or private.

The teacher needs to develop understanding and skills such as (1) when placement is needed by the specific individual adult learner, (2) how to offer specific placement services within the ABE program, (3) how to make referrals for placement from community resources, and (4) how to work cooperatively with resources for job placement.

Information Service. Since many adult learners are interested in basic education as it relates either to securing a job, retaining a job, or advancing on a job, job-oriented learning experiences become one of the more effective approaches to securing and retaining the attention and interest of the adult in mastering basic skills. Also, it is necessary to assist the adult learner in developing more effective study skills and habits. Through the continued experiences of the adult learner in group and individual guidance services, in and out of the class or study group, there will be opportunity to assist the individual in exploring and planning more satisfying immediate and long-range goals. The teacher needs to develop understanding and skills such as knowing (1) the nature of the world of work, (2) where to find specific kinds of information, (3) how to use specific techniques and methods of relating occupational information in the individual and class instruction, (4) what constitutes effective study skills, (5) how to assist the individual through group and individual learning experiences in developing and improving study skills and habits, and (6) the needs and the immediate and long-range goals necessary to meet these needs, (7) how to infer needs from observed behavior, and (8) how to assist individuals in finding personal-social and educational information to aid them in the process of establishing goals.

Texas

The first step in implementing a guidance awareness program in Adult Basic Education in Texas is gaining the active support and understanding from the local school administration. The administration must see the value of this aspect in his program. In many cases this poses a significant challenge, primarily because of an uncertain image of guidance functions in the minds of some administrators. In addition, limited funds and priorities must be established.

The second step is to describe in precise detail exactly what the objectives of the guidance program will be for each program. Objectives will vary according to such factors as rural or urban location, cultural makeup, and others. Without these objectives, it will be impossible to evaluate the effectiveness of the efforts. They may be described in terms of the students, the teacher, and the administrator. What will they do differently at the end of the program that they do not do now?

By definition, a programmed presentation must begin with a set of terminal objectives. These are necessary for actual programming, of course. Before an administrator uses the guidance "package," he must know exactly what changes should occur as a result of the program. If the package does not contain a list of behavioral objectives, there is reason to question the validity of the program.

In designing a guidance package, the objectives must be stated clearly. If the package is programmed, this, by definition, must precede the programming. Below are listed some examples of the kinds of objectives which might be used. The ones listed are by no means a complete list, nor are they refined adequately. They are intended to be only examples.

1. The teacher will be able to arrange a classroom to facilitate good group interaction with adults.
2. The teacher will demonstrate, in a mock situation, her ability to create an atmosphere in which the students feel comfortable and are able to express their thoughts freely.
3. The teacher will be able to write several objectives of guidance, given a description of a typical ABE class.
4. The teacher will demonstrate her knowledge of the principles of adult learning, measuring academic progress and ability, the developmental stages of adults, vocational and occupational information for adults, and the role of social agencies.
5. Given an existing ABE curriculum, the teacher will demonstrate one way to incorporate guidance information into the curriculum without the use of additional class time.
6. Given a description of a student with a variety of problems common to ABE, the teacher will be able to diagnose and prescribe a course of action which seems workable to a group of experienced teachers of adults. The problems will be in the area of learning, social, psychological, and employment.
7. Given several different types of problems common to adults, the teacher will be able to describe the proper agency or agencies to which the students should be referred.

Because of the part-time nature of ABE, the teachers must come together for workshops and in-service meetings outside of regular working hours. Preparation of teachers must take place during afternoon and evening hours or on Saturdays. The problems of orienting teachers toward guidance awareness is compounded by the fact that normally the teacher does not get paid for attending these meetings. Funds used to pay teachers to attend these meetings take away from the total number of hours of instruction for the adults.

Since one objective of the guidance program is to make teachers aware of things they can do to enhance learning as it relates to problem solving in adult living, it seems necessary to first of all be certain teachers are able to use the problem-solving approach as opposed to following prescribed courses of action without proper analysis. This seems to be an attempt to change one's values regarding teaching. A question to be considered here is, "How can in-service training on a part-time, long-term arrangement change or modify a teacher's attitudes?" The teacher may tend to perceive the duty of guidance as additional duties rather than the incorporation of new techniques in what is already being done.

Exposing the teachers to a four- to twelve-hour block of time (one evening or one evening and Saturday) would be necessary before actual classroom instruction is begun. This time would allow the teachers to modify any plans already made to incorporate guidance into the existing scheme of things.

After each teacher had demonstrated to the director of in-service training (counselor, teacher, trainer, or administrator) that he had a sufficient knowledge of the "package" or plan for guidance awareness, he may be given a short-term assignment with some visible termination. For example, the teacher would be instructed to incorporate the name, address, person in charge, and the function of ten community helping agencies into the first four weeks of reading exercise. At the end of that time, each student would be asked to describe the agency that he feels would best help him or someone he knows. Given a hypothetical situation, the adults would be able to direct an individual to the appropriate agency. After evaluating this phase, a second in-service meeting could be scheduled concerning another topic of guidance.

During the in-service meetings, the counselor would monitor classes and serve as a resource to teachers needing assistance. Together with the administrator and the teachers, the content of the next in-service meeting could be decided. All the concepts and facts to be presented to the students during a 120-hour program would be arranged according to their complexity, need, logical sequence, and complexity of the skill required to present them. As each objective is completed and evaluated, the next objective is undertaken, allowing for individual differences among teachers and students.

At the conclusion of the program (end of the school year), the counselor, teachers, administrators, and students might evaluate the effectiveness of the guidance program in terms of the original objectives. Is there any visible change?

It may be necessary to set aside time for special attention to certain teachers who have difficulties in integrating guidance concepts into the curriculum. Some teachers will require little formal in-service training, rather they will need only the necessary resources.

CONTENT ANALYSIS OF THE FIVE-STATE REPORTS BY THE CENTRAL PROJECT STAFF

Each report as written by the five states was analyzed, and the content was placed into five categories: (1) general, (2) educational, (3) social, (4) personal, and (5) vocational. The general category was set up because the content referred to more than one of the other specific areas. Each state itemizes the areas of concern in setting up a guidance and counseling program for Adult Basic Education.

Arkansas

General

1. Community agency referrals
2. Follow-up of students
3. Guidance as a supplement to aid in teaching
4. Ways to get students to agencies for help; instruction in "red tape" forms for agency help

Educational

1. Dropout rate
2. Public relations
3. Inadequate progress to meet individual needs
4. Student's faulty perception of program
5. Time spent on affective and emotional aspects of course rather than immediate or cognitive aspects
6. Need for more effective orientation for the Adult Basic Education program
7. Techniques in the training of guidance personnel to better equip them in the area of positive reinforcement
8. Areas of guidance that might be incorporated into the ABE curriculum: homemaking, citizenship, consumer education, and parent education
9. Need to stress pragmatism in every area of guidance and curriculum
10. Guidance personnel need instruction in how to more effectively log useful information in the cumulative folder

11. Instruction in study techniques
12. Ways to keep the atmosphere of the classroom casual and apropos for the mature adult
13. Need for individualized instruction rather than "busy work"
14. Group guidance techniques for guidance personnel
15. The best ways to place the ABE learner in the educational setting
16. Important statistics that should be considered in educational placement and instruction as well as in the areas of guidance and counseling:

    Student Characteristics

        Urban: 53%
        Age: 35-44 years–29%
        Sex: Female–60%
        Race: Negro–66%

Social

Need for each student to understand the power structure of the community and his place in it

Personal

1. How to build "ego-strength"
2. How to capitalize on their deeply loyal and committed way of life
3. How to deal with pride
4. Collection and use of health records
5. Follow-up on dropouts to ascertain causes; from these causes developing ways to deal with unmet needs
6. Meeting personal needs (problems of shift work, lack of transportation, babysitter, etc.)
7. Dealing with apparent advantages in being unemployed (predictive income)
8. Providing knowledge for setting up adult interest groups
9. Dealing with the following ideas as expressed in the Arkansas report:
    a. Motivation is by flight from deprivation and discomfort (not necessarily by achievement).
    b. "Fierce individualism" is result of poverty.

   - c. The poor think differently: fatalistic, pessimistic, object-oriented rather than people-oriented, and living as if there were no tomorrow.

Vocational

1. Information about all job requirements and not just the basic skills necessary to obtain a job
2. Pragmatism as essential in vocational counseling; need to be realistic
3. Efforts to correct student expectations that are incongruent with the real world

Louisiana

General

1. Guidance—neither instructional nor administrative
2. Chief concern—well-being of the individual

Educational

1. Guidance to alleviate high attrition rate of ABE students
2. Taking into account the needs of the dropout
3. Provisions for the enlistment of the functionally illiterate
4. Specific techniques for teaching adults
5. Orientation—motivational and informative in nature
6. Placement techniques
7. Individual instruction
8. Conveying personal and genuine interest to the student both inside and outside the classroom
9. Statistics that should be considered in educational placement and instruction as well as in the areas of guidance and counseling:
   - a. Student characteristics
     Race: 60% Negro enrollees
     Sex: 70% female students
     Educational level: Average educational level—4.75 years completed
     Rural: 62%
     Urban: 38%; warrants special consideration

b. Teacher characteristics
   86% of the teachers have at least one year of ABE experience.
   Majority have many.

Social

1. Linguistic differences (French speaking)
2. Making adequate social-personal adjustment
3. Providing information necessary for social upgrading
4. Being congnizant of the effects of cultural isolation (French)
5. Recognizing and providing for outside stimulation and communication with larger community (Negro)

Personal

1. Domestic problems
2. Failure of their children in school
3. Discipline of their teenagers
4. Budgets
5. Income tax returns
6. Family, home, and health improvements
7. Average income
   a. Males with less than 8th grade—$3,428
   b. National average (same criteria)—$4,338
8. How to utilize their strong desire and determination for improving their educational potential
9. Development of dignity and worth of individual
10. Assessment of abilities, aptitudes, and interests as well as educational needs
11. Helping the ABE student to formulate realistic goals
12. Helping the individual to use potentials in a way that is satisfying to himself and beneficial to society
13. Recognizing dependence as one of the basic problems
14. Need for counseling to take the form of preventive and developmental rather than remedial help—not psychotherapy
15. Helping student obtain good concept of self

Vocational

1. How to obtain employment
2. How to improve employment
3. Understanding of educational and career opportunities and requirements

New Mexico

General

1. Need to develop community agencies—referral system
2. Ways to establish empathy
3. Ways to acquire and use consultants and guest speakers
4. Developing group guidance techniques
5. Using team approach to guidance and counseling
6. Sex roles in group guidance

Educational

1. Using Adult psychology—first an adult, then a student
2. Techniques for teaching adults (Minimum age will be reduced in 1970 to 16 years.)
3. Unawareness of various public agencies
4. Pitfalls of testing
5. Uses of test results in lesson plan
6. Techniques in collection of data by interviews, group discussions, and knowledge of students
7. Ways to keep current information on local employment opportunities
8. Educational programs available in community
9. Compiling and interpretation of cumulative folder data
10. Personal growth, curriculum for ABE (five major areas in curriculum guide)
11. Helping student learn how to study
12. How to use group conflict situations for learning
13. Educational placement
14. Decision-making techniques
15. Practice in group dynamics; techniques for developing group dynamics
16. Orientation

17. Follow-up on erratic attendance (Class members may be used.)
18. Interview techniques; areas in which to conduct interviews and attitudes in interviewing

Social

1. How to deal with school failures
2. Motivation of adults
3. Capitalizing on adult maturity and experience
4. How to deal with local prejudices
   a. Majority (63%) are Mexican-Americans.
   b. Differ little from other minority groups
   c. Discrimination and poverty
5. Unawareness of various public agencies
6. Skills in interpersonal relations

Personal

1. Insecurity
2. Financial problems
3. Fatigue factor
4. Realistic goals
5. Need to be accepted
6. 71.7%–urban areas
7. Language barriers (60% Spanish speaking)
8. Timidity
9. Present-time orientation
10. Aspiration level
11. Unawareness of various public agencies
12. Lack of competitive spirit
13. Pride in language, religion, customs, and traditions
14. Self-understanding
15. Image of personal worth

Vocational

1. Employment requirements
2. Job opportunities
3. Unawareness of various public agencies
4. Ways to keep current information
5. Vocational prospects available in community

6. On-the-job training available
7. How to develop realistic goals
8. Places to refer

Oklahoma

General

1. Need to alter attitude of teacher in relation to value systems
2. Need for teacher awareness of needs and problems
3. Provision for teacher to aid in planning guidance program
4. Test designed for ABE placement
5. Techniques of the informal conferences
6. Techniques of the personal interview
7. How to question and how to answer
8. Ways to utilize community agencies
9. Suggested outline to give to resource persons of areas of interest to adults
10. Interview and conference skills; estimating rapport, meaningful questions, observation of behavior, listening for meaning, inferring from behavior
11. Group guidance skills: knowledge of group dynamics, rapport within groups, observation of group and individual interaction, and how to draw inference from these observations
12. Community facilities for guidance
13. Student involvement–deciding on class nights, beginning time, class breaks
14. Giving students chance to give their opinions, good and bad
15. Knowledge of referral sources and how to make referrals, preparing learner for needed referral, follow-up procedures
16. Testing skills such as administering, scoring, interpreting, and using test results for proper purposes

Educational

1. Cumulative folder–skills in keeping data

   - a. What constitutes an accurate and comprehensive record?
   - b. Recording procedures for various data
   - c. How to use specific data on record for placement, learning progress, and diagnosis of learning difficulties
2. Geographical distance of ABE programs—not feasible to use trained conselors
3. Practicum in adult situation
4. Counseling and guidance courses for adult basic learner
5. Need for short-range goals as well as long-range ones—realism
6. Appropriate placement of adult learner
7. Need for teacher to have sincerity in student-teacher relations
8. Need for realistic timetable for learner
9. Resource seminars to teachers
10. Information for keeping learner's personal records current
11. Technique for administration and interpersonal group tests
12. Physical features of facilities geared toward adult interests and development level
13. Techniques to encourage conversation
14. Offering of refreshments to create casual atmosphere
15. How to tactfully get personal data sheet completed when learner does not read or write
16. Testing and records
17. Developing orientation program
18. Developing placement tests to suit the mature adult
19. Follow-up: evaluation and research techniques
20. Evaluating learners' abilities, interests, and other personal attributes
21. Need for teacher to have nonpossessive warmth, empathy, and genuineness
22. ABE and adult guidance to be recognized as one unit
23. Organized and systematic guidance to be effective
24. Guidance as integrative and coordinating function in ABE
25. Time best to test study skills and habits

26. Teaching the whole adult learner
27. Public relations to gain support and understanding of administration and faculty
28. Statistics on ABE students:
    - Urban ABE student: 50%–between 30 & 45 years
    - 60% women, 40% men
    - 40% Negro
    - 32% Caucasian
    - 24.5% Indian
    - 1.5% Mexican-American
    - 2.0% Others
    - 50% completed grades 4-6

Social

1. Need of ABE student to belong to immediate groups and the larger society
2. Need of ABE student to keep up with his children
3. Need to belong to society, the nation
4. Characteristics of community
5. Preventive approach to student needs
6. Group interaction for records acquisition; embarrassed about type of employment, marital status, educational level, and past employment records
7. Values held by reference group
8. Problem of multiethnic acculturation
9. Historical roots of socioeconomic problems
10. Racism and race relations

Personal

The following characteristics need to be considered in planning a guidance and counseling program for ABE:

1. Income level:
    - 25%–0-$3,999
    - 50%–4,000-6,999
    - 25%–7,000 over
2. With increased age, slowing of performance with complexity and lack of structure
3. Poor performance due to time limits

4. A fear of being wrong may result in loss of confidence in one's ability and one's worth.
5. Depression, especially with poor health, social introversian, or withdrawal
6. Individual differences, which are prominent among older persons
7. Decrease in sensory activity which may result in avoidance or disengagement
8. Greater constriction of ideas and inability to adapt to change as rapidly
9. Slower pacing in curriculum or personal value change for older adults
10. Need for economic security
11. Need for sense of real achievement
12. Self-expression and sense of attainment necessary to involve the adult learner
13. Need to develop basic skills for communication and/or computation
14. The family structure of each cultural group
15. Open-ended alternatives for solving specific life problems
16. Adjustment processes
17. Worth and dignity of individual
18. Ways to develop a sense of social recognition, belonging, and prestige
19. How to ascertain a realistic measure of strengths and weaknesses of the ABE student
20. How to develop a stronger self-concept in the ABE learner
21. Awareness of growth pattern and development
22. Awareness of the adult pattern of attitudes, needs, outlook on life
23. How to lead the ABE learner to self-actualization and/or self-realization
24. Adopting the basic tenet—that the individual possesses resources within to modify behavior toward positive self-realization

Vocational

1. Placement skills: initial, continuing placement within programs, referrals in community, job placement
    a. When placement is needed by individual
    b. How to offer placement
    c. How to refer to community resources for placement
    d. How to work with resources for job placement
2. Skills related to job orientation:
    a. Nature of work world
    b. Where to find specific kinds of information
    c. Techniques for relating occupation information to individuals in class
    d. Techniques of study skills–group and individual
    e. How to find needs–immediate and long-range
    f. How to infer needs from observed behavior
    g. How to assist individual in finding personal, social, and educational information to aid them in estimated goals
3. Availability of information for job-oriented learning experience
4. Provisions for placement seminars

Texas

Educational

1. Lack of funds for added administrative work load such as reporting test results, in-service training, and student record keeping
2. Lack of funds for purchasing tests and other guidance materials (The student per capita expenditure for all instructors' materials–books, workbooks, texts, etc.– is low, less than $10.)
3. Lack of time on part of teachers for in-service training and preparing guidance materials
4. Crowded schedule of administrators and teachers (Some will perceive even simple guidance functions as an additional duty.)

5. Lack of trained counselors interested in working on a part-time basis with adults in setting up and conducting in-service training for teachers of adults
6. Uncertainty of funds for projecting the future of the guidance efforts (Example: If I guide an ABE student towards MDTA, will the program be in existence one or two years from now, and in what form? Will ABE funding stay the same, go up, or go down, and how will it affect the role of guidance?)
7. Lack of standardized achievement tests for adults, stemming from the fact that there is no standardized ABE curriculum in Texas
8. Maintaining learner interest
9. Arranging a classroom to facilitate good group interaction with adults
10. Creating an atmosphere in which the students feel comfortable and are able to express their thoughts freely
11. Knowing the principles of adult learning, measuring academic progress and ability, the developmental stages of adults, vocational and occupational information for adults, and the role of social agencies
12. Incorporating guidance information into the curriculum without the use of additional class time
13. Ability to diagnose and prescribe a course of action that seems workable to a group of experienced teachers of adults (The problems are in the area of learning, social, psychological, and employment.)
14. Ability to refer students to the proper agency or agencies
15. The problems of orienting teachers towards guidance awareness with limited time available for training

Personal

1. Use of many defense mechanisms to cover up his inabilities–sore throat, broken glasses, injury to hand, etc.
2. Lack of muscular coordination necessary to perform certain classroom tasks
3. Limited endurance–working all day, caring for family,

feeding children rather than self

4. Low scholastic aptitude
5. Too many home affairs clamoring for attention–no babysitter, not enough money for food and rent, creditors demanding money, etc.
6. Background of socioeconomic poverty; no space for reading or studying
7. Resorting to home remedies or riding it out rather than consulting a doctor when physically ill
8. Buying food and shelter rather than glasses, hearing aids, or dentures–lack of money
9. Competition between ABE and other school and social activities and education and federal programs in the community (Adults have to decide in which one they will participate.)
10. Lack of individualized instruction (Students are part-time; they see the teacher not more than six hours each week and, even then, not as an individual but rather as a group.)
11. Need to restore learner's sense of dignity (His self-confidence (self-image) has been destroyed; he has a feeling of hopelessness. He needs to know he can learn.)
12. Sensitivity to nonverbal forms of communication (They often communicate nonverbally to a teacher or counselor.)
13. Need to understand that Mexican-American adults in ABE programs are generally deeply patriotic and highly motivated to learn English and the skills necessary for successful living in the United States (They tend to be human-oriented rather than thing-oriented. They have a need to talk, to socialize, to be recognized as men and women. Men are often sensitive to the fact that they are being taught by a woman.)

Social

1. Hostility toward authority and fear of school
2. Feeling of rejection resentment toward outsiders
3. Lack of ability to communicate their needs to a teacher

of the opposite sex and middle-class, Anglo background

4. Need for community acceptance (Will the community be able to incorporate the changing adult into its way of life? The teacher and school administrator are acting both as an agent of change and as a perpetrator of tradition and maintenance of status quo. Will the guidance efforts of making the adult more self-aware, more outgoing, and more definite be frustrated by the unwillingness of the community to accept the changing role upon which their status and life style has existed for many years?)
5. Culturally deprived in using community resources, library, etc.
6. Living by day-to-day philosophy of life (What is there about which I should do long-range planning? Some have great hope because of their concept of the American dream.)
7. Adjusting to a different set of values, attitudes, and goals (Most ABE teachers are middle-class-oriented.)
8. Unacceptable behavior patterns
9. Difficulty in expressing their feelings, needs, and standing up for their rights

IMPLICATIONS FOR GUIDANCE AND COUNSELING PROGRAMS

The task of organizing a guidance program which is dedicated to helping each student become progressively more capable of guiding himself is a real test of administrator, teacher, student, and community cooperation.

Since Adult Basic Education programs vary in size, facilities, staffs, and philosophies, no single guidance structure can answer the needs of all programs. However, there are certain principles of guidance, which may be summarized as follows:

1. Do the instructional offerings meet the needs of each ABE learner?
2. Is each staff member a team member in the guidance area?
3. Is each staff member doing that which he is able to do best?
4. Is the present organization the best for maximum help to the individual student? This should include opportunities for inspirational instruction, counseling, testing, maximum growth, adequate cumulative records, and placement.
5. Is the in-service training program functional and adequate?
6. Is the public relations program a two-way useful street?
7. Is the local research program useful and adequate?

The ABE teacher is perhaps the most important quality in the guidance program. He is the one who sets the limits of the potential each year for each student. This is a tremendous responsibility as well as a great privilege.

The attitude of the individual teacher is most important in the quality of service that he renders. His responsibility is that of challenging, encouraging, and igniting the best in each adult learner. Before he can do these things, he must accept each person as he is, where he is, and because he is. The quality of the instructional program determines the quality of the guidance program. The teacher's attitude must be as nearly devoid of prejudice as is humanly possible. He needs to realize that he is in a position of closeness not occupied by anyone except the teacher.

Many ABE students have a burning desire to improve themselves educationally and vocationally. Because of the ABE student's past failures in the area of education, he should be helped to realize that education is continuous and that his desire for self-improvement should be continuous. Adequate preparation is necessary before the student can expect educational success or job security. Vocational improvement results from performing the job if the attitude of self-improvement is a part of the individual.

Life is a series of experiences. The quality of each experience is determined by the individual's ability to analyze his experiences and his desire to benefit as a result of them. The quality of each succeeding experience is important.

The mature ABE student needs opportunities and help in discovering and accepting his strong points and his limitations. This requires cognizance of the possibilities for success and failure. Success should be possible a majority of the time for each student. Failure needs to be understood. It is possible to benefit from it. The attitude of the teacher working with the ABE learner in this situation is very vital. It should be an attitude of accepting the adult as he is and helping him help himself through a series of successful experiences.

Each individual needs to be equipped to contribute effectively to his own support and toward the welfare of those who depend on him. In a larger sense, he must have the opportunity to participate in his society as a contributing, constructive member of the group. Individual differences will be evident. They must be accepted.

Emotional, mental, and personal adjustment is a vital preparation for all of life. The quality of the emotional preparation is the result of the total life. This quality of emotional preparation will improve or get worse as the individual feels that he is succeeding or failing. The quality of the mental preparation will have a close relationship to the person's understanding of his own strengths and weaknesses, the way he has accepted them, and the way he has established a habit of continuous growth. The personal adjustment of the individual is the final determinant of success in every area of life. Especially in the area of vocational success or failure, we are told that four out of five of those who are fired in business or industry are fired because the individual employee cannot get along with others. These are the people who have failed to make an adequate personal adjustment. They have failed to accept themselves. A careful study of such individuals usually indicates that each is suffering from harmful fears. Adequate personal adjustment is based upon the following mental hygiene needs:

1. The feeling of security
2. The satisfaction of achievement
3. The feeling of being loved
4. The pleasure of being independent
5. The desire for companionship
6. The thrill of recognition
7. The satisfaction of belonging
8. The pleasure of satisfying curiosity
9. The thrill of being important to others

Basic attitudes and habits are the result of limitation. Each person who is privileged to work closely with another becomes important in that person's usable, satisfying attitudes and habits of work. This is the prominent place of the teacher in guidance functions related to the Adult Basic Education programs in the five-state area comprising Region VII of the United States Office of Education.

In conclusion, the Region VII Phase II Report indicates that the role of the teacher in the guidance program is conceived of as being strategic. It is he who is most frequently interacting with the ABE learner, and it is in this process of interaction that the area of mental health is significantly affected.

The teacher should endeavor to establish wholesome relationships with the individual and the group.

The quality of the interpersonal relations that are experienced significantly affects mental health. The relationship that the teacher establishes with the individual and the group should be characterized by empathy, respect, and concern.

Empathy means the capacity to take the role of the other person—to think and feel the way he does about things, events, processes, and people. It does not, however, mean identification with, or acceptance of, the validity of the other person's feelings and opinions.

Respect signifies a belief in the dignity of the individual, a dignity which is bestowed by virtue of his being human.

Concern implies that the teacher genuinely cares about the development of the mature adult who has become his professional responsibility.

Teachers should obtain, both at the pre-service and in-service levels, significant and sustained training in principles of human growth, development, adjustment, and learning as they apply to the individual differences of the mature adult.

Teachers should understand in depth the body of scientific data and concepts from the behavioral sciences in arriving at judgments about the students they serve. They should also acquire the capacity to apply this information in the specific behavioral situations which confront them each day. They should achieve an increased awareness of the quality of their participation in the classroom situation, including the effect on their students and the possible necessity to undergo significant attitudinal change. Teachers should become sensitized to the nuances of human behavior, especially as they may be indicators of emotional maladjustment.

Teachers should use pupils' interactions with the environment as a principal motivating device for learning.

Motivating devices such as fear of punishment and threat of failure can be damaging to mental health. The ABE student is all too aware of these elements in his life experiences. More appropriately, motivation for learning should be based upon the mature adult's spontaneous interests. Every person has within him a strong desire to explore, to manipulate, to touch, to smell, to feel—in short, to learn. He wants to be with other human beings. As he develops, he acquires a sense of selfness and a closer identification with other persons. He wants to participate with others in experiences which are meaningful and important to him. His "new" society is rich in new ideas, new materials, and new groupings of people. Reliance on this kind of motivational system is in accord with sound mental health principles and should do much to decrease the high attrition rate that is of concern in the ABE programs in Region VII.

ATTACHMENTS FROM STATE REPORTS

Arkansas

Attachment No. 1

REFERRAL SOURCES*

The following are only examples of the types of agencies that should be included in a list of service agencies that would be helpful to ABE enrollees. This list consists of those agencies that are, for the most part, statewide. There are many local agencies that could be compiled for each area of the state.

1. Vocational-Technical Schools—Offer vocational training in various critical occupations
2. Business Colleges
3. Employment Security Division—Offers GATB testing as well as other kinds and provides interviewing and placement on jobs (Counselors assist applicants in recognizing their vocational problems and choosing vocational goals. It follows up on vocational goal achievements.)
4. State Department of Health—Supervises a basic public health program in environmental sanitation, communicable disease control, milk and food control, water supplies, etc., for the protection of the public health
5. County Health Units—Immunization clinics, tuberculosis chest clinics, maternity clinics, family planning clinics, etc.
6. Arkansas Rehabilitation Service—Counseling and guidance; evaluation: medical, psychological, social, and vocational; prevocational-personal adjustment training; textbooks and related materials; maintenance and transportation; physical restoration services; tools, equipment, and initial stocks; selective job placement; follow-up services
7. Goodwill Industries of Arkansas—Provides for the handicapped, the disabled, and disadvantaged, training, employment, and opportunity for personal growth so that they are able

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*Much of the above information was taken from *Referral Resources and Facilities of Arkansas for Guidance Counselors and School Personnel* by Mildred Bearden and Ruth Fletcher of Henderson State College.

8. Family Service Agencies–Marital, parent-child, and personal adjustment counseling
9. Office of Economic Opportunity–Various services to the disadvantaged
10. Arkansas State Department of Public Welfare–Administers grants and services to the needy aged, dependent children, the totally disabled, and to the needy blind
11. American Red Cross–Conducts several programs offering service to individuals and the community

Louisiana

Index of Attachments

1. Purposes
2. Suggested Teacher Operational Procedures for Conducting Guidance and Counseling Services With ABE Students
3. A Questionnaire for ABE Students in a Guidance Experimental Project
4. Reference Materials for the ABE Teacher
5. Resources–Agencies, Organizations, Departments, Divisions, Institutions of Higher Learning, etc.
6. Resources–Individuals
7. Student's Program–Samples A, B, C, and D
8. Teacher's Annual Evaluation Report (The regular report for the class members' academic attainments, Form DE 503A)
9. Teacher's Statistical Report of the Achievements in the Guidance and Counseling Experimental Project With ABE Students
10. Time of Day and/or Night To Conduct Guidance and Counseling Services and the Number of Hours To Be Devoted per Week
11. Achievements During the First Two Months of a Guidance and Counseling Project
12. Teachers' Evaluation Reports of Guidance and Counseling Teacher-Training Workshops–Submitted Two Months After the Parish Workshops Were Held
13. Recommendations of Teachers–Submitted Approximately Two Months After the Services Were in Operation
14. Home Visits
15. Things Needed To Be Known About ABE Students To Assist Them With Guidance and Counseling

Attachment No. 1

PURPOSES

General

1. To assist a specified number of adult education students in educational, occupational, personal, and social relationships through guidance and counseling.
2. To determine the effects of adult guidance and counseling groups as compared to a noncounseled control group.
3. To cause undereducated adults enrolled in the Adult Basic Education program to learn and/or earn a better living.

Specific

Educational:

1. To develop a broad, realistic view of life's opportunities and problems at all levels of training.
2. To develop a continuing desire for obtaining education and training.
3. To provide an understanding of the wide scope of educational and occupational activities in terms of broad categories.
4. To provide assistance in narrowing occupational choices to specific applications which are appropriate to aptitudes, abilities, and interests.

Occupational:

1. To help the adult to explore job fields and to assess strengths and interests in which to develop his abilities.
2. To acquaint the adult with some of the problems encountered in selecting or changing vocations.
3. To assist those adults who might, by necessity, discontinue their adult education to seek employment. This will be accomplished on the basis of valid information obtained by the counselors.

Personal:

1. To promote attitudes and habits which will assist in making proper choices and adjustments for the solution of individual problems.

2. To develop pride based upon increased education.
3. To improve the abilities of adults to help children with their school work—a major desire among parents.
4. To develop an understanding of individual civic duties and responsibilities.
5. To help generate more self-confidence in personal relationships.
6. To assist the adult in understanding the desirability and advantages of elevating his standard of living.

Attachment No. 2

SUGGESTED TEACHER OPERATIONAL PROCEDURES FOR CONDUCTING GUIDANCE AND COUNSELING SERVICES WITH ABE STUDENTS

The following suggestions are offered as step-by-step procedures in carrying out the guidance and counseling activities in an ABE class. These suggested steps are to be used after completion of guidance and counseling pre-service training.*

Step 1. Student Orientation

(Note: The teacher must bear in mind that a program of objectives shall be developed with each student. The objectives shall be those to be achieved by each respective student. The teacher may proceed as follows:)

Organized services of guidance and counseling will be offered for the first time in this parish to the adult students of an ABE class.

What is the purpose of guidance and counseling? Guidance is a service which promotes the overall improvement of the individual adult to help him to make his plans, changes and adjustments in solving his *educational, occupational* and *personal problems.* It will also assist him in self-understanding of the lifelong undertaking of self-direction, in conformity with his interests, needs, and abilities.

These guidance and counseling services will be offered to each of you individually and will be kept strictly confidential.

(Teacher should make sure that this is understood, then continue with the orientation.)

I will work with each one of you in three major areas of guidance and counseling. These areas are education, occupation, and personal improvement.

Under the area of education, for example, you might be interested in developing a definite plan for the education you wish to achieve, which in turn might help to improve your employment and/or personal living situation. Your objective might be to go to a trade school or to college, or simply to improve your personal or social potentialities.

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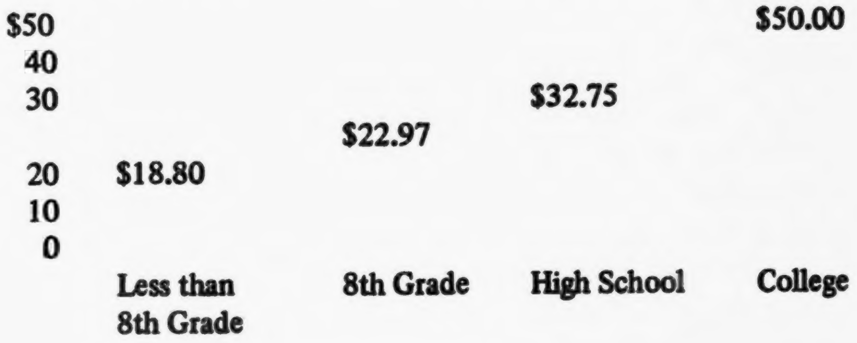
*Teachers: First study the reference "Counseling and Interviewing Adult Students," Item 27, of Attachment No. 4.

It may be well to know the value of education in dollars and cents, to assist you in planning a comprehensive program for employment and/or improvement.

According to NEA Research Bulletin No. 4, Vol. 46, December, 1966, the average daily earning ability of an individual male adult, 25 years and over, by educational levels was as follows:



You can see by the above charts that a person with an eighth-grade education can earn $4.17 more per day than a person with less than an eighth-grade education ($22.97 – $18.80 = $4.17). This means that for each grade elevated under the eighth-grade level, a person can earn $1.04 more per day ($4.17 ÷ 4 grades = $1.04) One with a high school education can earn $2.44 more per day than one with an eighth-grade education.

Last year (1967–68) the enrollees of the Adult Basic Education classes in Louisiana achieved an average of 1.35 grades in 100 hours of instruction. A person can, therefore, advance nearly three grades in 200 hours of class attendance. In view of this information, I can help each of you individually to plan your educational objectives from where you are to whatever level you want to achieve. Education is valuable in ways other than in dollars and cents. It is also valuable for personal satisfaction of better understanding and using your leisure time to enjoy a better living.

It is possible that you do not plan to go to college or take up vocational skill training, or that you do not even plan to become employed but simply want to learn enough arithmetic to be able to help your children with their homework. By the same virtue, you may want to improve your business letter writing or perhaps to improve your reading ability in order to understand simple directions and labels. You may want to increase the number of English words in your vocabulary and know their proper use. I will help to give you the guidance you need and want for whatever education you might desire.

It may be that you want to feel worthwhile, that you belong, that you are accepted, and want to better understand your importance as a citizen.

It might be your desire for more education to improve your employment status. It is important that you find out what special subject you need most in order to be a more valuable worker and to obtain advancement in your job. Guidance and counseling will reveal the specific subjects needed in your employment. There is a place for every individual in this world; guidance, counseling, and teaching will help you to find this place.

Note: It is suggested that the teacher conduct a group discussion for student interaction on selecting individual objectives. (Inform the students about how the experiences of group discussion will develop their abilities to cope with their individual problems.)

Step 2. Student Appraisals

(a) An initial achievement test is regularly administered to the adults enrolled in the ABE classes to determine their academic levels, and diagnostic purposes. This information is used to determine the specific study materials to be issued to the students.

The academic level determined can also be used as a guide in planning the student's programs of objectives and in projecting a time schedule to accomplish these objectives.

(b) The teacher is to complete the questionnaire with the student (Attachment No. 3). The teacher is to complete the items in the questionnaire *personally.* Student interviews scheduled to prepare the questionnaire shall be arranged at times other than class periods. The teacher will inform the parish supervisor of her schedule for interviews if required. The teacher will apply tact and extreme diplomacy in completing the questionnaire with the student so as to promote an accurate appraisal of the individual.

(c) A General Interest Survey. The Kuder Form E is suggested to be used when this kind of survey is deemed necessary.

(d) An Aptitude Test. This type of test is to be used only with the adult students who are interested in vocational training for a job. Contact the local Employment Security Office for more information.

Obtain the employment office's referral procedures.

From the analyses of student appraisals, the teacher is to help each student in developing a written program for any of the student's interest and needs whether educational, occupational, personal, or any combination thereof. Each student's program shall show the objectives and, when possible, the target dates for completion of each objective. (See samples in Attachment No. 7.)

Step 3. Analysis, Diagnosis, and Summary of Student Appraisals Developed in Step 2 (a), (b), (c) and/or (d)

The teacher is then to begin the application of guidance and counseling practices with the individual students and/or by group(s), depending upon the character of the objective to be achieved. (This is the meat of the coconut.) Refer to Item No. 26, "Counseling and Interviewing Adult Students," contained in Attachment No. 4.

It is important for the teacher to again use the utmost tact and diplomacy while discussing the results of appraisals with the students. It is a recognized counseling technique to dwell on the individual's strongest points and items of greatest interest.

Follow up the activities of each student by requesting them to make periodic reports concerning the attainment of their individual objectives.

Step 4

The original questionnaire, Attachment No. 3, used for Step 2 shall be used to record the achievements in the last column of said questionnaire, titled "Record Date Achieved or Improved."

Step 5

Teacher is to prepare and submit all required records and reports, including an Annual Evaluation Report, on Form DE-503A and submit a summary of student's checklist similar to that contained in Attachment No. 3.

Note: The teacher is to provide a folder for each student in order to file any and all information pertaining to the respective students. These documents shall include such items as:

Attachment No. 2, Continued

(a) Student's enrollment application
(b) A copy of the student's questionnaires
(c) A copy of the analysis of the Kuder General Interest Survey, if any
(d) A copy of student's written educational, occupational, and/or personal improvement program of objectives
(e) A copy of the Individual Five-Year Permanent Record (Form DE-505)
(f) If and when one drops out, record the date and reason and file same in this folder. Also show this on last page of questionnaire.
(g) Any other pertinent information about or for the student

Attachment No. 3

Student No.________

A QUESTIONNAIRE FOR ABE STUDENTS IN A GUIDANCE EXPERIMENTAL PROJECT

Instructions to Teacher: Complete a questionnaire with each student. Answers are required at the beginning and at the end of the school year of this project. The answers at the end of the year must reflect achievements and improvements resulting specifically from the guidance and counseling services given. Some of the questions are not to be asked at the beginning. Those questions are prefaced with the words "At end." The answers to some of the questions may be your cue to teach them about that subject—as "The Pledge of Allegiance."

This GUIDANCE is a service which promotes the overall improvement of the individual adult to help him to make his plans, changes, and adjustments in solving and/or improving his educational, occupational, and personal problems. It will also assist him in understanding himself in the lifelong undertaking of self-direction in line with his interests and abilities.

Read the questions to yourself before asking the student and decide which ones not to ask. It is not necessary to consider all the questions with every student, consider only those that are applicable and specifically informative of the individual's interest for meaningful application.

Education

1 What is the highest grade you completed in the regular day schools?________________________________

2. What school did you attend?____

Attachment No. 3, Continued

3. Why did you drop out of school? ____

____

4. You have reached_______educational level recently.

	At Beginning Yes	At Beginning No	Record Date Achieved or Improved
5. Do you have a planned educational program for any of the following purposes?			
a. To prepare yourself for employment	___	___	__________
b. To prepare yourself for improved employment	___	___	__________
c. To meet a long personal educational desire What is that desire?________________________________ ________________________________	___	___	__________
d. To qualify to enroll in a trade school For what training? ________________________________ (Teacher–To find out the academic requirements to enroll for that training)	___	___	__________

6. At End–Has the guidance and counseling caused you to prevent any of your children from dropping out of school?
(Teacher–Ask this question at end of school year.)

___ Yes ___ No

7. Do any of your children have a high school education? ____ ____ __________

8. Do you plan to get a high school diploma? ____ ____ __________

9. How far do you plan to go? ____________________

10. Do any of your children have a college education or are they enrolled in college? Number? ________ ____ ____ __________
Do you plan to go to college? ____ ____ __________
Do you plan to go to a trade or other vocational school? ____ ____ __________

11. Have any of your children dropped out of school? Number ______________ ____ ____ __________
Why? ____

12. Do you have any children in grades below 9th and/or in high school now? ____ ____ __________
In what grades? ______ ______ ______ ______ ______

13. Has your wife or husband finished high school? ____ ____ __________

14. Is your wife or husband enrolled in an Adult Education Class? ____ ____ __________

15. Have you caused another adult to enroll in an adult class? ____ ____ __________

16. Has someone else caused you to enroll in this class? ____ ____ __________

Attachment No. 3, Continued

	At Beginning Yes	 No	Record Date Achieved or Improved
17. Would you want some help in using a road map?	___	___	__________
18. Would you want some help in using a dictionary?	___	___	__________
19. Do you have one in your home?	___	___	__________
20. Would you want to recite the Pledge of Allegiance by heart?	___	___	__________
21. Would you like to have a free public library card? (Teacher–Teach adults how to file an application for a library card. Obtain application forms from library.)	___	___	__________
22. Would you want to learn how to use a library? (Teacher–Obtain the aid of the school librarian, if needed, to demonstrate how to locate a book by (a) title, (b) subject-matter, (c) author's name.)	___	___	__________
23. Have you seen a bookmobile in your community?	___	___	__________

24. What is your particular reading interest?

____

Occupation

25. What kind of work do you do?

____

Part-time___, or full-time___

If you are employed:

a. What and where is your job? ______________________________
____

How far do you have to drive to work? ______________________

b. What is your boss's name?_______________________________

c. Has he a telephone? ___ ___

d. Are you satisfied with your rate of pay? If not, what do you need to receive a raise?______________________________ ___ ___

Attachment No. 3, Continued

	At Beginning		Record Date Achieved or Improved
	Yes	No	
26. If not employed:			
a. Why? ____________________			
b. Are you interested in getting a job?	___	___	________
c. What kind? ____________________			
d. Are you in need of more education and training to obtain a job?	___	___	________
e. What do you need for the kind of work you would like to do? ________			
f. Is your main work that of home responsibilities?	___	___	________
g. Have you been refused a job because of a lack of education?	___	___	________
h. Do you know about unemployment compensation?	___	___	________
i. Do you know about the Employment Security Services?	___	___	________
27. Are you self-employed?	___	___	________
28. Are you a housewife?	___	___	________
29. Are you head of the family or the main bread earner?	___	___	________

30. What work can you best do? ______________________________

____

Are you skilled in any vocational work? Name it. ___ ___ _______

____

31.What kind of work do you enjoy doing most?
a. Mechanical ______
b. Clerical and Detail ______
c. Contact ______
d. Other ________________________________

32. If you are farming or producing vegetables, etc., for the home, do you get the help of your County Home Demonstration Agent, Home Economics Teacher, or Agriculture Teacher? ___ ___ _______

At End–Has the guidance and counseling given to you caused you to *increase* your income?
(Teacher–Ask this question at end of school year.)

Yes___ No___
Increase Per. Mo.$___ or Yr.$___

Personal

Family

33. Number of dependents other than husband or wife __________

34. Their ages _____ _____ _____ _____ _____ _____ _____

Attachment No. 3, Continued

35. What is your means of transportation for everyday travel?

	Yes	No	Some
a. Your own car	___	___	___
b. Public facilities	___	___	___
c. Ride with others	___	___	___

	At Beginning		Record Date Achieved or Improved
	Yes	No	
36. Do you take part in organized neighborhood or community civic affairs?	___	___	___
37. Do you belong to a civic club?	___	___	___
38. Do you belong to any other organization(s), including Church? Name(s) ___	___	___	___
39. Have you ever been an officer of an organization?	___	___	___
40. Are you registered to vote?	___	___	___
Do you know how to use a voting machine?	___	___	___

41. Did you know that one has to vote at least once every four years in Louisiana or else he has to re-register to vote? ___ ___ ________

42. When was the last time you voted? ______________________________

43. Do you have family management problems?
   a. Financial ___ ___ ________
      (Teacher–Help prepare a family budget when feasible)
   b. Child behavior ___ ___ ________
   c. What kind of insurance do you carry?
      Life__ Burial__ Hospitalization__
   d. Other____

44. Do you need help to prepare your Income Tax Report? ___ ___ ________

45. Do you need help in sewing? ___ ___ ________

46. Do you need help in cooking? ___ ___ ________

47. Do you need help in furniture arrangement? ___ ___ ________

48. What sports events do you usually attend?_________________________

49. What are your hobbies?

Attachment No. 3, Continued

a. ____________________________
b. ____________________________
c. ____________________________

50. At End. In what ways has this guidance and counseling service helped you with your family? ____
____
____

Home

	At Beginning Yes	At Beginning No	Record Date Achieved or Improved
50. Do you own your home or are you buying?	___	___	________
51. Do you rent your home?	___	___	________
52. Do you have a house free of rent?	___	___	________
53. Do you have the following facilities?			
a. Running water	___	___	________
b. Inside toilet facilities	___	___	________

c. Outside toilet facilities ___ ___ ________
d. Electricity ___ ___ ________
e. A refrigerator ___ ___ ________
f. A separate deep freezer ___ ___ ________
g. Natural or artificial gas fuel ___ ___ ________
h. A sink ___ ___ ________
i. A dish-washer ___ ___ ________
j. A clothes-washing machine ___ ___ ________
k. A clothes dryer ___ ___ ________
l. Central air-conditioning ___ ___ ________
m. Window units, air-conditioning ___ ___ ________
n. Central heating system ___ ___ ________
o. Space heaters ___ ___ ________
p. Radio ___ ___ ________
q. Television ___ ___ ________
r. Cook Stove: Electric___ Gas___ Wood___

54. Does your house and/or premises need any of the following improvements?
a. Painting ___ ___ ________
b. Cleaning ___ ___ ________
c. Roofing ___ ___ ________
d. Repairs ___ ___ ________
e. Additions ___ ___ ________
f. Landscaping ___ ___ ________
g. Beautifying (cleaning premises) ___ ___ ________
h. Better drainage ___ ___ ________

	At Beginning Yes	 No	Record Date Achieved or Improved
55. Do you buy the following?			
a. Newspaper(s)	___	___	________
b. Magazine(s)	___	___	________
c. Other publication(s) Name(s) ______________________________	___	___	________
56. Do you receive any of the following free publications? (Teacher–Addresses are given under each publication to apply for or to place names on the mailing list.)			
a. Louisiana Market Bulletin P. O. Box 44345 Baton Rouge, Louisiana 70804 (Teacher–Each student to request to have name placed on mailing list.)	___	___	________
b. *Louisiana Conservationist* magazine Mr. Steve Harmon La. Wildlife & Fisheries Commission 400 Royal Street New Orleans, Louisiana (Teacher–Each student to request to have name placed on mailing list.)	___	___	________

c. *Louisiana This Month* ___ ___ ______
Louisiana Tourist Development Commission
P. O. Box 44291
Baton Rouge, Louisiana 70804
(Teacher–Each teacher to order one copy for the class, not one for each student.)

57. Do you receive any other free publications? ___ ___ ______

58. At End. In what ways has this guidance and counseling service helped you with your home problems?
____
____
____

Notes:

Attachment No. 3, Continued

Health	At Beginning Yes	 No	Record Date Achieved or Improved
59. Do you have your Birth Certificate?	____	____	________
60. Have you had a medical checkup in the last 12 months? (Teacher–Available from private physician only.)	____	____	________
61. Have you had a chest x ray in the last 12 months? (Teacher–Check and if majority need and want to have this done, provide for it. Contact health unit to get mobilized unit to come to the school building.)	____	____	________
62. Have you had a test for TB?	____	____	________
63. Have you had your eyes examined in the last 12 months? (Available from private source only)	____	____	________
64. Do you think you need eye-glasses?	____	____	________
65. Have you had your teeth examined in the last 12 months? (Available from private source only)	____	____	________

66. Do you think you are hard-of-hearing? ___ ___ ______
(Teacher–Does he or she wear a hearing aid? Be careful–check as in 60 above.)

67. Have you or your children received shots for: (If yes, check) Diphtheria___; Smallpox___; Whooping Cough___; Tetanus (lock-jaw)___; Polio___; or Measles___? ___ ___ ______
If not, would you be interested in getting this free from the Parish Health Unit? ___ ___ ______
(Teacher–If feasible, have parents take children to school one night during class period to obtain Health Unit Service to inoculate children. Perhaps it will have to be arranged to have this done during the day instead of during the class period.)

68. Do you smoke cigarettes? ___ ___ ______

69. Did you ever smoke? ___ ___ ______

70. Do you think that smoking is bad for your health? ___ ___ ______
(Teacher–You may use visual aids showing harmful effects and/or contact the Parish Health Unit for educational materials and guest speakers; also, for other guest speakers, contact the Louisiana State Health Department, Division of Health Education, P. O. Box 60630, New Orleans, La. 70160.)

Attachment No. 3, Continued

	At Beginning		Record Date Achieved or Improved
	Yes	No	
71. Have you had a course in medical self-help and received a certificate? (Teacher–To teach this, there are medical self-help kits available in your parish.)	___	___	________
72. Are you bothered with rats or mice? (Teacher–If the majority are, perhaps a rat eradication campaign could be conducted with the cooperation of the Health Unit and other agencies.)	___	___	________
73. Are you bothered with roaches?	___	___	________
74. Are you easily upset? (Teacher–The teacher should carefully observe to detect if there is a mental health problem present. Observe this.)	___	___	________

75. Name any other health problem(s). ______________________

____

____

76. Have any of your health problems affected your attendance in ABE class? ___ ___ ______

77. Did you know that accidents are the leading cause of death among people in the age group of 1 to 34 years? ___ ___ ______
(Teacher–16mm sound motion picture films on all phases of health are available on a loan basis from the State Health Department.)

78. Has the student a speech impediment? ___ ___ ______
(Teacher–If this student exhibits a speech impediment, contact local speech therapist to help.)

79. Has the student and/or children any handicap for educational and/or employment pursuit? ___ ___ ______
(Teacher–Contact local Voc.-Rehab. for procedure to help.)

80. Has the guidance and counseling given you helped you to prevent a child of yours from dropping out of the regular day school? ___ ___ ______

Attachment No. 4

REFERENCE MATERIALS FOR THE ABE TEACHER

To Be Made Available to the Teachers by the
State Project Director, Area Supervisor,
and Parish Supervisor

Item No.

1. Statistics Showing the Need for Adult Basic Education in Louisiana; 1960 Census. (See needs for your parish.)
2. Results by Parishes of the 1967-68 Annual Evaluation Reports in Adult Education Under Act 252.
3. Results by Parishes of the 1967-68 Annual Evaluation Reports in Adult Basic Education Program.
4. Listing of Possible Classes in Relation to Homemaking Which Can Be Taught to Adults.
5. Adult Education–Potential Adult Programs Related to Marketing and Distribution. Distributive Education Section, State Department of Education.
6. An Evaluation of the Program in Three Parishes in Louisiana, Bulletin No. 1002, State Department of Education, 1962. (The parish supervisor of Adult Education has a copy of this.)
7. Labor Market Survey by Areas and/or Parishes. Cooperative Area Manpower Planning System (CAMPS). (Teacher to contact a member of CAMPS to obtain a local copy.)
8. Trade and Industrial Education Personnel Directors, 1967-68.
9. Family Counseling Service Brochure.
10. Adult Education Guidance and Counseling: Acadia Parish Pilot Study, 1966-67.
11. Library Card Application Forms. (Contact local library to obtain a supply of application forms for each student to apply for a card. Obtain bookmobile routes and schedules.)
12. List of Low Level Reading Books. (Contact local parish librarian for a list of such books. Write to State Department of Education for a copy; high-interest, low-vocabulary reading materials.)
13. Popular Publications Farm & Home, 1967. Louisiana Cooperative Extension Service (a brochure).
14. Farmer's Weekly Market Bulletin. (Have each student write in to

have their names placed on mailing list. See item 53, page 10 of questionnaire.)

15. *Louisiana Conservationist* magazine.
Louisiana Wildlife & Fisheries Commission
400 Royal Street
New Orleans, Louisiana 70130
(Have each student write in to have their names placed on mailing list.)
16. *Louisiana This Month.* See item 56(b) of Attachment 3.
17. Form E. Kuder *General Interest Survey.* (The parish supervisor of Adult Education is to provide the teachers with needed supply.)
18. Teacher to write to his Congressman for a list of free publications.
19. List of Health Films. (Teacher to write for a free copy of this booklet.)
Division of Public Health Education
P. O. Box 60630
New Orleans, Louisiana 70160
20. College Curricula. (Teacher to obtain a copy from the nearest college or university.)
21. Career Guides for Louisiana Students (being revised).
Guidance Section
State Department of Education
(Should be available from parish office.)
22. Catalog of Federal Assistance Programs. (If needed, a copy may be obtained from Office of Economic Opportunity, Washington, D.C. 20506.)
23. Desk Top Career Kit. (Some kits are in the parish.)
24. Medical Self-Help Kit. (Some kits are in the parish.)
25. *Jobs in Your Future*–Workbook (Teacher's Edition). Supervisor to order these and supply them to students.
Scholastic Book Service
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
26. *Jobs in Your Future*–Workbook (Student). (Same as 25 above.)
27. Counseling and Interviewing Adult Students. (This can be especially helpful to you for the "meat in the coconut.")
28. *Occupational Outlook Handbook.*
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C.
(If needed, the parish supervisor of Adult Education can order this for you.)

29. "I Want a Job," set of transparencies. Sets available from:
    Guidance Section
    State Department of Education
    Baton Rouge, Louisiana 70804

Special Note to Teacher:

It is strongly recommended that you cause as many students as possible to obtain reading materials (volumes) in an effort to develop a home library. Using the sources given above for free volumes could be the beginning of their collection.

Attachment No. 5

RESOURCES

Agencies, Organizations, Departments, Divisions, Institutions of Higher Learning, etc. (These will be referred to as "agencie., etc.")

There is a positive need of coordinating the services and expanding the uses of numerous public services of various state and federal agencies.

Unfortunately too many educationally handicapped and occupationally deprived adults are unaware of opportunities available from public services.

Many educators are unaware of the numerous agencies, etc., that provide services, especially the type of services rendered.

The above reasons justify the listing of agencies, etc., for student referrals by the teacher when the need arises during guidance and counseling activities; therefore, a list of names of public agencies (federal and state) and services they perform is an indispensable resource to the ABE teacher in conducting guidance and counseling activities with his students. In many cases the teacher will need to refer the student to a specific agency, department, or organization for help in carrying out his objectives developed through ABE guidance and counseling activities.

The last page of this attachment gives at least a partial list. It is difficult to list all agencies, etc., operating in every local parish. The teacher should supplement the list with names of local agencies not shown therein.

An example of a referral is given in an ABE teacher's statement as follows: "One of the individuals I have counseled with has realized the fact that because of his health and physical strength limitations, he will seek aid from the rehab center in this district. He has asked me to help him to get an appointment for the purpose of learning a new way to earn his living."

Another example is quoted from an ABE teacher's report: "Through group counseling, my group has become interested in the medical self-aid program. Not only do the students attend [this course] but they bring their families when possible."

The State Board of Health supplied the necessary materials, booklets, film strips, etc., to the teacher to enable her to offer this short course.

It is recommended that the supervisor of the parish Adult Education program provide the teachers, at the pre-service workshop, with the following on each agency, etc.:

1. Location and telephone number
2. Hours
3. Services offered
4. Eligibility requirements
5. Cost
6. Referral procedures

Representatives of the various agencies, etc., should be scheduled in the pre-service workshop agendas to discuss the six items listed above about their respective agencies. A brochure from each may serve this need.

List of Federal and State Agencies:

Employment Security–State and Parish
Louisiana Health Department, Division of Health Education
Parish Health Unit
Agricultural Extension Service–State and Parish
Local Schools' Home Economics Department
Local Schools' Distributive Education & State Department
Local School and Parish Public Librarians
The State Public Library
Vocational Rehab of the State Department of Education–State and Local
Family Counseling Service office nearest this parish
Manpower Development Training Act office
Public Vocational and Technical Schools nearest this school
Private Vocational Schools nearest this parish
Welfare Department–State and Local
Volunteer Educational Organizations (Operation Upgrade)
Local Public Legislative Aid
Colleges and Universities
O.E.O.
Public Safety Departments
Others (the teacher may discover others)

Attachment No. 6

RESOURCES–INDIVIDUALS

1. Regional ABE Program Officer
2. State Director of Adult Education
3. Regional Project Administrator
4. State Project Director
5. Area Supervisors
6. ABE Teacher Trainers
7. Parish Supervisor of Adult Education
8. Public School Principals
9. Guidance Counselors of the State Department of Education
10. Guidance Counselors of the Local Public Schools
11. State Custodian of Voting Machines
12. Local Custodian of Voting Machines
13. Members of the Clergy
14. Legislative Senators and Representatives
15. Congressional Senators and Congressmen
16. Personnel of the various agencies, etc.

The individuals listed possess important qualities that can be extremely helpful with this program.

Attachment No. 7

STUDENT'S PROGRAM–SAMPLE A
for
Education–Occupation

I am in the sixth grade.

My goal is to achieve an elementary certificate or the grade level necessary for me to enroll in a nurse's aide course. I want to enroll in such a course at ______________ (Hospital)

(To Teacher: The dates for enrolling in and completing this nurse's aide course might be shown here. Teacher to advise the student as to who should be seen about this.)

It has been determined with my teacher-leader that my interests and abilities are in that undertaking. It was also determined that I could possibly achieve an eighth-grade education in a reasonable length of time. I feel that I can achieve the grade (required to enroll in the course) by ______________ (Date).

I will keep records and check my progress from time to time to make sure that I do accomplish my purpose as planned.

With the help of my teacher-leader, I will work hard continually until I reach these goals.

STUDENT'S PROGRAM–SAMPLE B
in
Personal Improvements

I plan to accomplish the following:

Health

1. Get my chest X-rayed.
2. Have my teeth examined.
3. Obtain a certificate for completing a course in Medical Self-Help.

Home

1. Beautify the premises by orderly arranging the items that must remain on the premises.
2. Discard and dispose of all trash and debris that gives an unsightly appearance.
3. Keep the weeds and grass clipped in keeping with the surroundings.
4. Make any needed repairs on buildings or sheds.

Family

1. Subscribe to the *Weekly Market Bulletin*.
2. Subscribe to the *Louisiana Conservationist* magazine.
3. Obtain and use a free library card.
4. Prevent my son or daughter from dropping out of school.

Education

1. Achieve at least an eighth-grade school certificate.
2. Learn to spell, pronounce, and use 200 additional words during this school session.
3. Cause my spouse to enroll in an adult class.

STUDENT'S PROGRAM–SAMPLE C
in
Education-Occupation

I am in the eighth grade; I plan:

Education

1. To attain a high school diploma by June, 1970.
2. Enroll in a vocational school to learn welding, by May, 1971.
3. Complete the course necessary to be a welder with the California Oil Company.

Occupation

1. Obtain a job with the California Oil Company. The company requires a high school diploma to apply and obtain a job with it.
2. Become a welder.
3. The salaries for welders in that company range from _______ to _______ per (hour, month).

Personal

With the job income, numerous items for a better living will be acquired.

STUDENT'S PROGRAM–SAMPLE D
in
Education and Occupation

I am in the seventh grade. I plan:

Education

1. To attain a high school diploma by June, 1970.
2. To enroll in college in September, 1970, and get a BA degree by June, 1974.

Occupation

1. To become a school teacher.

Attachment No. 9

TEACHER'S STATISTICAL REPORT
of the 1968-69
Achievements in the Guidance and
Counseling Experimental Project
With ABE Students

Due in State Office July 15, 1969

1. Number adult students participated Men ________ Women ________

2. Average age of adult students ________

3. Average grade level claimed to have completed before dropping out of school ________

4. Average grade level (test results) at enrollment time in the Adult Education program ________

5. Average number grades achieved per 100 hours of instruction this year ________

6 Average number hours of attendance ________

7 Percent of dropouts from the ABE class ________

8. Percent of objectives and/or improvements achieved ________

9. Number students who are housewives ________

10. Percent students who are housewives ________

11. Number other than housewives not employed before G & C services received ________

12. Percent other than housewives not employed before G & C services received ________

13. Number other than housewives employed since G & C

services received ________

14. Percent other than housewives employed since G & C services received ________

15. Number at beginning of school year not enrolled in vocational training ________

16. Percent at beginning of school year not enrolled in vocational training ________

17. Number enrolled in vocational training by end of school year ________

18. Percent enrolled in vocational training by end of school year ________

19. Number obtained improvement in employment by end of year ________

20. Percent obtained improvement in employment by end of year ________

21. Amount increase in wages per month by end of year ________

22. Percent increase in wages per month by end of year ________

23. Percent of adult students who prevented children from dropping out of day school this school year ________

24. Number achieving personal improvements ________

25. Percent achieving personal improvements ________

26. Number of items improved for personal benefits ________

27. Number items improved by areas:
    Educational ________
    Employment ________
    Personal:
        Family ________

Attachment No. 9, Continued

Home ________
Health ________

28. Number who collected reading volumes for a home library ________

29. Percent who collected volumes for a home library ________

30. Number of volumes collected by all students ________

31. Number of students visited at home by teacher ________

32. Number of homes visited ________

33. Average number of home visits per student ________

34. Number on welfare rolls ________

35. Number removing themselves from welfare rolls ________

36. Percent removing themselves from welfare rolls ________

Teacher Remarks (on separate sheet)
On values of home visits
Evaluation:
The feasibility of such a G & C program is: (Check) Very Good__ Good__ Fair__ Poor__ Greatly__ Needed__ Partially__ Needed__ Not Needed__
Recommendations

Attachment No. 10

TIME OF DAY AND/OR NIGHT TO CONDUCT GUIDANCE AND COUNSELING SERVICES AND THE NUMBER OF HOURS TO BE DEVOTED PER WEEK

Following are statements of ten Adult Basic Education teachers who have been experiencing guidance and counseling with their students for two months, following three 3-hour workshops geared to implement such a program. These statements are answers to the question:

"Give your recommendations as to time of day or night and number of hours you can devote to guidance and counseling other than during class hours."

1. "My time per week may vary. I have done all my visiting after the school day and Saturdays, when my adults were free to see me."

2. "I've been able to work prior to class meetings, twice a week. This is about three hours total. I could possibly work Saturdays if my students really need additional help.

"It has been my experience that not too many really want additional help. Perhaps this is because most of my ABE students are women and are trying to improve themselves educationally but are not looking for employment. The three men work long hours.

"Only two have asked for extra help. I am working on a program for next year which involves enrolling additional students into our ABE program who seem to really need guidance and counseling."

3. "I can devote two or three hours a week easily. Saturday and Sunday evenings have proved satisfactory. It is very important to meet with husbands or wives of students; members of the family can encourage students to attend regularly."

4. "The amount of hours per week that I can spend will vary. I use my time in the afternoons, after school hours, for visitation. I also have Saturday afternoons free. I prefer not to do visitation at night. If necessary, I can spend as much as five hours per week."

5. "During my counseling experiences, I've found that counseling interview sessions are most conveniently arranged (convenient for the counselee) during the periods immediately preceding or following the regularly scheduled classes. A few women, however, expressed that they could avail themselves at any time during the day. Under these

circumstances, I can feasibly arrange sessions during my free time during the day.

"Group counseling sessions most assuredly must transpire immediately after our regular adult classes, as this is the opportune time for all to avail themselves.

"In regard to the number of hours I can actually devote to counseling, I feel six hours is the maximum. Any more time devoted will, I feel, encroach into my effectiveness in other necessary activities during the day."

6. "The time of day I think best to devote to guidance and counseling, other than during class hours, is between three and six o'clock in the evening. My number of hours per week will vary since I go home on weekends. The only time I can visit is on Wednesday or Thursday after school."

7. "Evenings, between the hours of 7:30 and 10:00 would be preferable. The time allowed would have to vary. Some weeks I may find it hard to have three hours; others I could possibly have 7 to 10 hours per week.

"One of the problems I would like to comment on is the budgeting of time. School meetings usually are within the time limits I had planned for. However, home visitations are always longer than planned but at the same time prove more fruitful because the people in their own homes are more relaxed and informal."

8. "The amount of time will vary from week to week due to other commitments during the school year. I feel that three hours per week can easily be accomplished without any undue hardships. I also believe that as much as five or six hours per week can be spent in this program.

"Personally, I believe a well-organized time program can be presented for group counseling, at least every other week, for approximately one hour (on a teaching night).

"I do most of my counseling on Thrusday afternoons between the hours of 4:00 and 6:00, as I remain after school to receive my students until adult classes begin at 6:00. I also use either Monday or Tuesday afternoons from 4:30 to 6:00 in either home visitations or counseling at my school.

"This leaves Wednesday, Friday, and Saturday to do any additional counseling or to make up an afternoon lost due to some other project or meeting."

9. "Counseling Schedule:
  a. Time of day–5:00-7:00 p.m.
  b. Number of hours per week–2

"Some of my counseling was done on Saturday afternoons, and some was done one hour preceding regular class time.

"My counseling time has been limited because of other afternoon activities.

"Most students preferred home visitations from 5:00-9:00 p.m."

10. "My time per week, other than class time, will vary. I have commitments on two nights, every other week, excluding my Adult Education class. As of now, I have devoted 1½ hours per week for about five weeks on Saturdays after 5:00 p.m. This is ideal for me. I can get to them all very slowly; I will get them all eventually."

A summary of this attachment of the teachers' expressions of their experiences and available time indicates that the time of day and/or night to conduct guidance and counseling services vary among the teachers. Therefore, no specific time can be established. It may be during the day-school hours when the teacher has available time that would not interfere with her regular duties and with the approval of the school principal. Another time might be immediately after the end of the school day or preceding and after the adult evening classes. Some teachers can best conduct these services on Saturdays and Sundays.

Attachment No. 11

ACHIEVEMENTS DURING THE FIRST TWO MONTHS OF A GUIDANCE AND COUNSELING PROJECT

Descriptions given below by ABE teachers are answers to the request: "Describe any achievement(s) by a group or an individual worthy of special mention."

1. "Through counseling, one student was motivated to stay in school. He expressed a desire to master reading skills enough to read the Bible and the daily newspaper and also to write well enough to write a friendly letter.

"Before counseling, he received no newspaper or other publications in the home. Now he has subscribed to a daily paper and a magazine. He desires to receive a library card and has made arrangements to accompany me to the public library.

"Students seem to be very appreciative of interest shown through counseling. This, in itself, has been very encouraging to them and will help them be better citizens."

2. "Four students have obtained library cards and several others are interested. They plan to write letters for free pamphlets, etc.

"One lady was attending irregularly because her husband's ideas were against her attending school. She asked me to make a social call but not to mention education. He was flattered with my visit, and his wife attends regularly now."

3. "One of the individuals I have spoken with has realized the fact that, because of his health and physical strength limitations, he should seek aid from the rehab center in this district. He has asked me to help him get an appointment for the purpose of learning a new way to earn his living."

4. "Mrs. Mary Bruce had quit coming to school. I decided to visit her at her home since she had related certain things to me about her husband not wanting her to attend school. They had previously separated three times. Mr. Bruce was quite disturbed when I was told to come in. I explained that Mary had been with me during every hour that I taught her and that she was sometimes late because we would stop to get something to eat. She would ride with me and other students in one of the adult's cars. After I explained to him about where Mary would go after school, he felt much better. Mary returned

to school, and she has been attending ever since. I have been invited to barbecues and suppers by them, and now Mr. Bruce plans to come to school also.

"Another adult who is worthy of special mention is Edwin Billiot. He was most timid the first night he attended school. Since I visited at his home, he has been a different person—much more relaxed and talkative. He served me coffee and then took me over to his brother's house to try to get him interested in coming to school. His brother and wife have enrolled also. Edwin has improved tremendously not only in his work but also in speech and dress.

"I visited a Mrs. Serigne who lives with her mother since her husband is in the service. While I was there, three other members in that family decided they would enroll in my class. I attended a Stanley party there before I started on the educational part of the questionnaire. I had supper with the family and had a most enjoyable evening."

5. "Through group counseling, my group has become interested in the Medical Self-Help program. Not only do the students attend, but they bring their families when possible.

"All those I visited are interested in obtaining a library card to be able to get books to read. All have asked for the free publications, especially *The Conservationist* magazine.

"Two of my group are interested in preparation of food and planning a well-balanced meal. Both have a health problem."

6. "At the present, I am counseling three sisters, all of whom are married and have children. The oldest sister (32) is separated from her husband and has five children (ages range from 4 to 13 years). She is working full time to rear her children and is still attending adult classes so that she may acquire her high school diploma and thereby be able to find better employment. With a full day's work (8 to 5), she is not able to properly supervise her children, especially her oldest who is 13.

"Her second sister (27) has two children and is expecting a third in late summer. She has taken in the 13-year-old from her sister (through the proper legal channels) and is doing a marvelous job of rearing the young lady. She feels that it is her way of doing some good for others.

"Her main objective in attending adult classes is to finish high school so that she may be able to better assist her children in their education and see to it that they complete their education."

7. "During out group session in learning how to use a library, many in the group expressed a feeling of satisfaction in having learned how to locate certain materials. In fact, the response was so gratifying that we approached our principal with the idea of allowing the group (all adult

students) the continuous use of the library. We explained the nature of the new innovation in adult counseling. He wholeheartedly adopted the idea and said we were welcome to the facilities during the nights we hold adult classes.

"One of the individuals I've been working with openly expressed the joy of being able to recite the Pledge of Allegiance, after I had provided him with a copy of the Pledge, asking him to read and study it carefully and suggesting that he first try learning to recite it."

8. "All students were very eager to begin receiving the "Weekly Market Bulletin" and *The Conservationist* magazine. We used class time for letter writing.

"Because of this program, I visited two homes (shacks) in which conditions were terrible. Both homes were one-room houses without running water, electricity, or gas. In these two homes there are four people who should be in our ABE program. I revisited these homes with the idea of getting some of them into our program. It is my desire to help these families, if they will accept help. The four that I mentioned above are young adults between the ages of 20 and 25."

9. "One special achievement that my entire group (or the majority of the group) has performed is that we begin our classes now by reciting the Pledge of Allegiance in unison. Before the guidance period, we didn't do this. Some of the students have learned the Pledge of Allegiance, and many others are learning it."

Attachment No. 12

TEACHERS' EVALUATION REPORTS OF THE GUIDANCE AND COUNSELING TEACHER–TRAINING WORKSHOPS SUBMITTED TWO MONTHS AFTER THE PARISH WORKSHOPS WERE HELD

The following statements were given by 14 teachers in answer to the question: "Were the three workshops adequate to assist you to begin the activities? Give your remarks."

1. "At first, I thought they would not be, but, remembering the remarks made by some of the guest speakers, they certainly helped in my initial approach and interview with my students. Without this help, I don't believe I could have approached this type of leadership with any great deal of confidence. I am well aware of my limitations in this field, but I do feel that a closer student-teacher relationship has occurred in this program. Adult students are like anyother human being: They like to talk to someone about their education, their jobs, and their life in general, and this program gives them that chance."

2. "Yes."

3. "The workshops were very motivating, which was the greatest factor in getting started. Certainly, I was not aware of the need of such services or the benefits that could be obtained from them. Information and techniques received from workshops, experimental study publications, and other publications were quite sufficient for me to begin."

4. "Yes, the three workshops were adequate to begin the activities, but additional workshops in the future will be very helpful."

5. "I would say that the three workshops were adequate. However, I do feel that an annual refresher workshop would help the program to keep an even keel. Since we are new to this program and what it has to offer, I think that the people who directed the workshop were most helpful. Today I feel that I can better aid those students who have some obstacle in their journey to bettering their education."

6. "The three workshops were sufficient to begin the program. However, there are a number of details to be ironed out which I think will require future meetings."

7. "After I was on my own, I was somewhat puzzled over some of the questions asked in the Questionnaire, Part II, on education: questions 4-5, a,b,c,d. Therefore, meeting together ever so often to ask questions would clear all doubts. I'm not quite sure how to determine

some of the answers to the Teacher's Statistical Report of 1968-69."

8. "Very much so, particularly, in beginning the program next year."

9. "Yes, the workshops were adequate."

10. "Yes–to some degree. I would have preferred having discussed the psychological factors resulting during interviews."

11. "Yes: the workshop, I would think, was a good beginning. I think I have gotten off the ground floor. I think it is good for me, as well as the students. I'm learning along with them. Most of what I know about it. I learned at the workshop. All the persons at the workshop were wonderful. I am working on their ideas. I think it would be fair to say that it was very good for me, considering I had no former experience in guidance and counseling."

12. "The workshops were of great importance in assisting me in getting ready for counseling. They served as a springboard. The information gained in the workshops from the supervisor, Mr. Couvillion, the consultants, and films, made a tremendous difference in the way I would have begun counseling and the attitude I would have taken. In short, I probably would have assumed too much. Through this method of counseling, I have discovered many simple things that they need to know.

"I am not an expert or a professional, but I believe more time should be given to workshops. The information received is invaluable."

13. "I feel that the workshops were adequate and very informative, and the more we worked with the material, the more familiar we became with it."

14. "The three workshops were adequate for initiating the program. However, I feel that an additional workshop, focusing upon direction of the program, will be quite helpful."

Attachment No. 13

RECOMMENDATIONS OF TEACHERS–SUBMITTED APPROXIMATELY TWO MONTHS AFTER THE SERVICES WERE IN OPERATION

The following recommendations from ABE Teachers were submitted in answer to the question: "What are your recommendations for improvement of the Guidance and Counseling Program to date? Cite any changes, deletions, or additions and your observation as to time required to accomplish certain steps, etc."

1. "I feel that it is still too early to give any constructive changes or additions to the program, but I do believe that the home visitation phase is important since the students appreciate the idea of the teacher visiting them."

2. "I recommend that all adult education teachers visit the homes of the students at least twice a year (social visits). Much more could be accomplished in working with adults if we knew more about their background. In guidance, two or three hours a week could be devoted in some cases."

3. "Services should start at the beginning of the year and should be extended to dropouts. More time should be given per week than I spend (Two Hours). Two or three periods (counseling) should be used to fill one questionnaire. More home visits."

4. "It would help quite a bit if we had their names and addresses."

5. "This program is sufficient for the present time. But what are we to do in order to follow through the progress of those students whom we are presently trying to help in ABE? I feel that the program should in some way be extended to the time when these students will have successfully achieved passing from ABE to that period preceding the diploma."

6. "I think we should have the names and addresses of agencies to consult for help for the students."

7. "Give more information on how to contact nurses, doctors, trade schools, etc. Give addresses, names, etc. Give addresses of certain bulletins they're to write for."

8. "During my interviews, I found that conversation ensued from much of the questions. I also found it necessary to do some direct counseling on certain educational matters. However, the counselors seemed reluctant to accept my suggestions on personal and family

environment. I felt as though I were encroaching to some degree.

"A good many of the items on p. 9 (51) are not applicable to the people in our area. I found it necessary to take from 2 to 3 hours in completing different sections of the questionnaire."

9. "I think it's a good working setup. Much good can come of it if what is in it is worked well. I certainly do not wish to change anything here. I have added to my student's questionnaire their social security number. Do you have any reference books? Encyclopedia? I thought I would be able to encourage them to get some. I think most steps can be accomplished in a minimum of time unless some of the cooperative undertakings are decided upon. If that is possible, then I would say some weeks may be necessary."

10. "Recommendations that I would suggest are: Send from the State Department any free materials that will aid in upgrading the students and making them well-rounded individuals. More time is needed to work with students, especially if they are to progress at a faster rate."

11. "At this point of the program, I don't have any recommendations. I think the time allotted is adequate."

Attachment No. 14

HOME VISITS

An ABE Teacher Volunteered To Submit The Descriptions of Her Experiences in Interviewing and Making an Inventory and Appraisal of Her Students (Subjects) Individually During Home Visits, as Follows:

"Shortly after our three days of workshop at Central, I informed my adults of the proposed study which the ABE teachers were to conduct in Lafourche Parish.

"This information was well received by most. I submitted a number of dates which were available, and asked that they select one in which the home visits could be completed.

"I had sufficient time before my first visit to study a bit. Using this information, together with my experiences in this program, I was able to feel more secure.

"While gathering pieces of information during the break, I decided my best approach would be to show extreme interest in their hobbies.

"My first subject was a bit reserved and reluctant.

"My second subject gave most of the answers to the questionnaire without my asking too many questions. This visit ended in a turnip and radish patch. I ate raw turnips and radishes followed by chocolate cake and coffee.

"My third subject had almost become a slave to a toy poodle. During this visit, the little pest climbed in my open purse in search of gum and candy (This I discovered later). To keep from kicking her out of my purse, I became a poodle lover and reached over to cuddle it awhile.

"My fourth subject (male) was home from his seven days' offshore employment. He was awaiting my arrival. His spouse, though, had cold blue eyes, and stood at the door, hands on hips, giving me the once-over. In the blue eyes I read, 'Mais Endre, pour quoi ta Maitresse?' Luckily the aroma of freshly boiled crabs made this visit possible, as I could talk fishing.

"I recommend that all adult education teachers visit their members at least once a year. Bits of valuable information gathered at these home visits can prove most important in working with them."

Attachment No. 15

THINGS NEEDED TO BE KNOWN ABOUT ABE STUDENTS TO ASSIST THEM WITH GUIDANCE AND COUNSELING

Grade: 1 2 3 4 5 6 7 8

Age: ______

Sex: Male Female

Health: Good Fair Poor

Religion: Catholic Non-Catholic

Marital Status: Married Single Divorced

Number in Family: ________

Employed: Yes No

If Yes, Title of Job: ______________________________

Home: Own Rent

Reasons for Attending ABE Class:

1. ______________________________
2. ______________________________
3. ______________________________

Distance of Home From School:

Method of Transportation to School: Bus Taxi Own Auto

Problems Associated With ABE Class Attendance:

1. ______________________________
2. ______________________________
3. ______________________________

New Mexico

No attachments.

Oklahoma

No attachments.

Texas

No attachments.

PROJECT STATUS REPORT AND PLANNING RELATIVE TO THE APPROVED APPLICATION

Following this section of the Phase II Report are the work breakdown chart and the PERT flowchart for the Region VII Special Project in Guidance and Counseling. Both the work breakdown and PERT charts begin with initial approval dates and continue through the summer of 1971. A close analysis of the charts will indicate the high degree of planning for the entire project. Every effort has been made by the operators of the project to coordinate the work and findings of the project with the ongoing operation.

The PERT flowchart will show the interrelatedness of the 1969 F.Y. operation with the 1970 F.Y. operation. For example, this Phase II Report and the following Phase III Report will be vital to the operation of the project in the states next year. Phase II will be utilized in the pilot programs, and Phase III will be the main thrust of the continuing "teacher awareness program." In addition, Phase III will become a significant part of the teacher trainer and teacher-training programs for the upcoming summer.

A close look at the PERT flowchart will show that Phase II of the Guidance and Counseling Project was completed on time. As indicated in the project status report in Phase I, Phase II was allocated five weeks from the first part of March to the middle of April. The five-week allocation was determined as the maximum period of time which could be allowed to the states for reporting, from the developed guidelines, to the Central Staff at The University of Texas at Austin.

The relatively short period of time for reporting was necessary in order to allow sufficient time for the Central Staff at The University of Texas to digest the material in the reports. Additionally, it allowed time for the final writting and distribution of the regional Phase II report and determination of the contents of the Phase II in-service training package for teachers.

The relationship between the state reports of Phase II, the writing of the regional report, and the beginning of Phase III can be seen both on the large PERT flowchart and the summary of that network in the introduction. It should be noted from these charts that on April 11, 1969, the state reports for Phase II were submitted. It should also be noted that parallel operations developed once the Central Staff received those reports. One operation, at the bottom of the chart, was to write and distribute the Phase II Report. The top and parallel operation was to begin the development of Phase III. Items 40 and 41 on the summary chart will be finished no later than July 1, 1969.

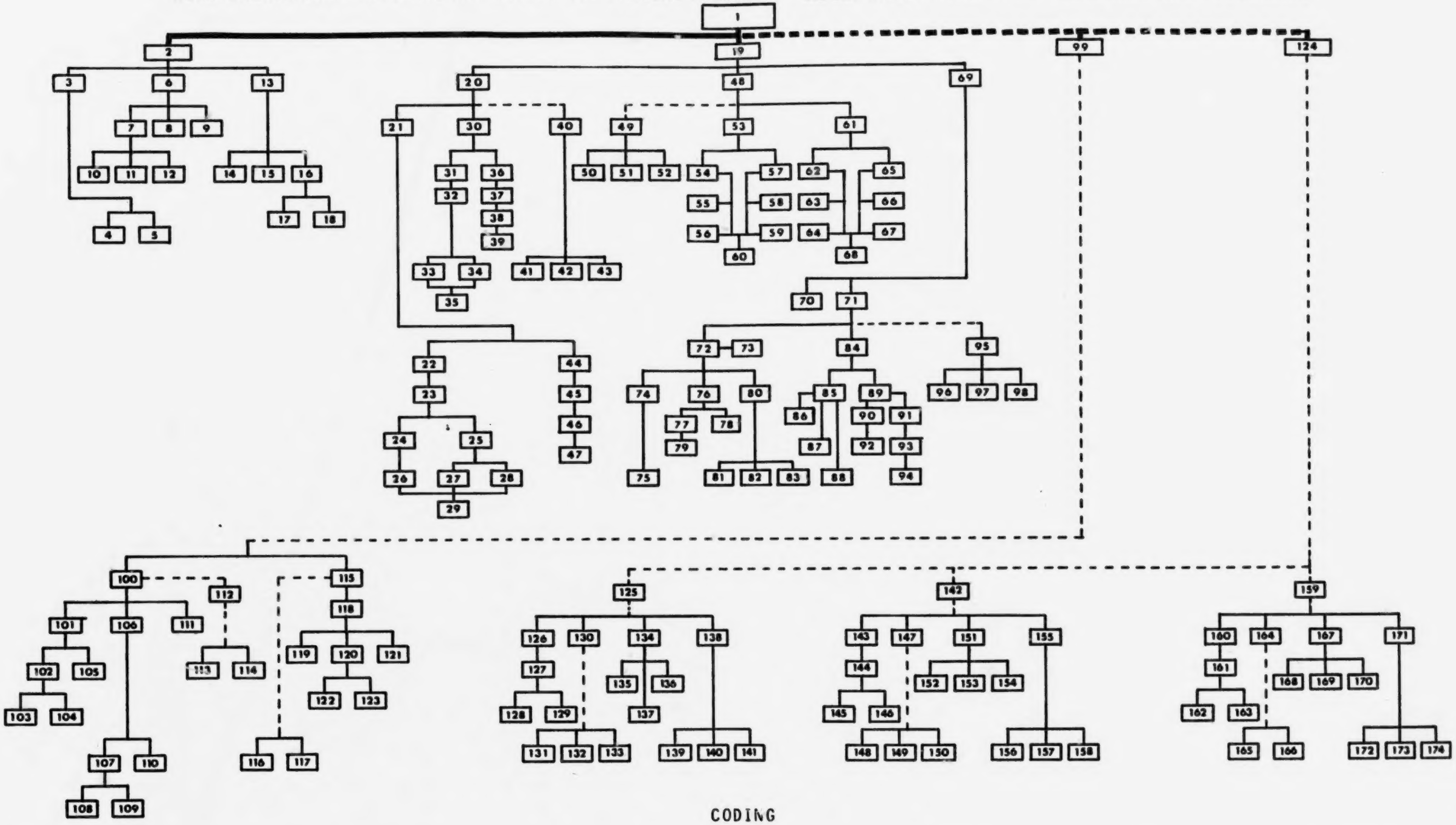
Phase III, as indicated, is the development of a teacher-training in-service package covering the general areas of guidance and counseling. The package develops and discusses those problems related to guidance and counseling which manifest themselves in the Adult Basic Education classroom. The content and the direction of flow of that package will be determined by the material contained in the Phase II reports from the states. Phase III will be reported under separate cover.

Phase III, the in-service package, will be utilized in both the regional and state teacher-training workshops during the summer of 1969. Plans presently indicate that such use of the package in the summer programs will allow the project staff to make necessary changes in flow or content. Once the program has undergone its initial trials during the summer and the changes have been made, it will then become the major instrument in theongoing teacher-awareness portion of the F.Y. 1970 project for the region.

The major change faced by the project for the 1969 F.Y., deviating slightly from the approved project, was the determination that the counselor portion of the project for F.Y. 1969 be eliminated due to the lack of knowledge and data on counselors available to the ABE programs. However, the 1970 F.Y. project will throw a major part of its thrust toward the counselor problem and the development of a training program for the counselor.

It appears that the entire project for F.Y. 1969 will be completed as stipulated in the approved application with the above exceptions.

WORK BREAKDOWN STRUCTURE FOR REGION VII SPECIAL PROJECT - ADULT BASIC EDUCATION - GUIDANCE AND COUNSELING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CODING

1	UNIVERSITY OF TEXAS AT AUSTIN, EXTENSION TEACHING & FIELD SERVICE BUREAU, REGION VII SPECIAL PROJECT ADULT BASIC EDUCATION GUIDANCE AND COUNSELING - DR. W. E. BARRON, DIRECTOR
2	PERT NETWORK APPLICATION
3	Objectives
4	Short Run
5	Long Run
6	Procedures
7	Implementation
8	Work Breakdown Structure
9	Network Construction
10	Network Development
11	Time Estimate
12	PERT Reports Interpretation
13	Overall Evaluation
14	Criteria
15	Procedures
16	Specific Evaluation
17	Progress
18	Ferial
19	GUIDANCE AND COUNSELING PROGRAM DEVELOPMENT
20	Personnel Requirements
21	Professional Needs
22	State
23	Selection
24	University
25	State Department
26	Guidance and Counseling
27	Adult Basic Education
28	Guidance and Counseling
29	Orientation
30	Non-professional Needs
31	State
32	Recruitment and Selection
33	New Staff
34	Present Staff
35	Orientation
36	Region
37	Recruitment and Selection
38	Present Staff
39	Orientation
40	Funding
41	Federal
42	State
43	Local
44	Regional
45	Selection
46	Present Staff
47	Orientation
48	Evaluation & Development
49	Funding
50	Federal
51	State
52	Local
53	State
54	Internal
55	Objectives
56	Procedures
57	External
58	Objectives
59	Procedures
60	Written Reports and Evaluation
61	Region
62	Internal
63	Objectives
64	Procedures
65	External
66	Objectives
67	Procedures
68	Written Reports and Evaluation
69	Distribution of Materials and Communication
70	Objectives & Project Format (Application)
71	Information Dissemination
72	State
73	Regional Office (University of Texas)
74	Universities
75	Copies of Reports
76	State Departments and Local Schools
77	News Bureau
78	Personnel Meetings with Staff, Faculty & Directors
79	Local Papers
80	General Public
81	News Releases & Brochures
82	Other Printed Material
83	Community Meetings
84	Regional
85	States
86	Regional Meetings
87	Inter Project Memos
88	Written Regional Reports
89	Office of Education
90	Washington
91	Dallas
92	Written Reports
93	Written Reports
94	Regional Meetings
95	Funding
96	Federal
97	State
98	Local
99	UNIVERSITY OF TEXAS ABE DEMONSTRATION PROJECT
100	State of Texas - Adult Education Division
101	Rural Demonstration Center
102	Personnel
103	Professional
104	Para-Professional
105	Participants
106	Urban Demonstration
107	Personnel
108	Professional
109	Para-Professional
110	Participants
111	Objectives
112	Funding
113	State
114	Federal
115	Human Opportunities Corp. (Community Action Corp.)
116	Federal
117	Local
118	New Careers Program
119	Personnel
120	Participants
121	Objectives
122	Professional
123	Para-Professional
124	Teacher-Trainer & Teacher-Training Programs
125	Regional
126	Objectives
127	Program Format
128	Program Printed
129	Program Distributed
130	Funding
131	Federal
132	State
133	Local
134	Participant Selection
135	Teacher Trainers
136	Consultants
137	Other
138	Facility Selection
139	Equipment
140	Materials
141	Supplies
142	State
143	Objectives
144	Program Format
145	Printed
146	Distributed
147	Funding
148	Federal
149	State
150	Local
151	Participant Selection
152	Teachers
153	Teacher-Trainers
154	Consultants
155	Facility Selection
156	Equipment
157	Materials
158	Supplies
159	Local
160	Objectives
161	Program Format
162	Printed
163	Distributed
164	Funding
165	State
166	Local
167	Participant Selection
168	Teachers
169	Teacher-Trainer
170	Consultants
171	Facility Selection
172	Equipment
173	Materials
174	Supplies

CHART NO. 1

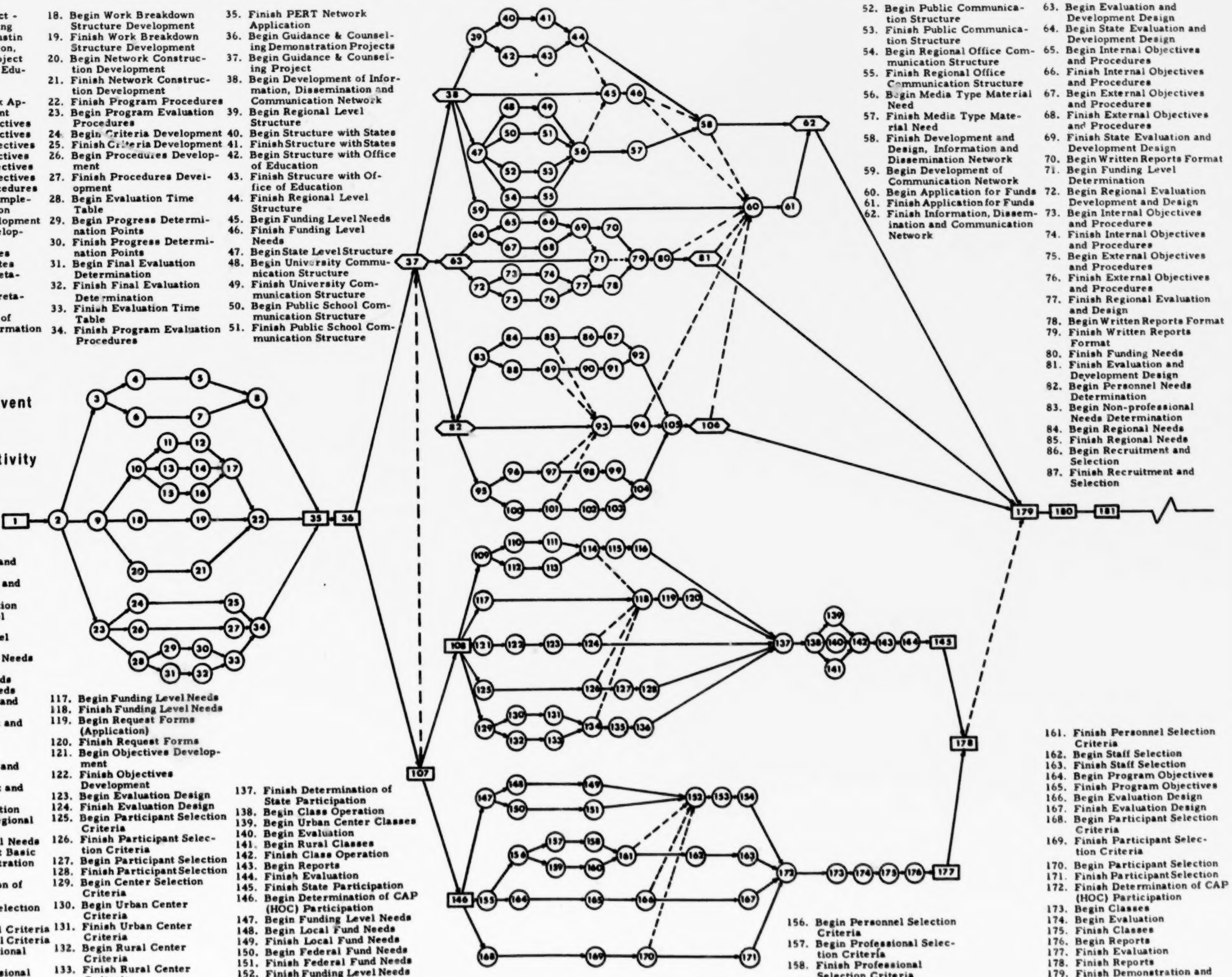
PERT FLOWCHART FOR REGION VII SPECIAL PROJECT - ADULT BASIC EDUCATION - GUIDANCE AND COUNSELING

Coding

1. Begin Overall Project - Guidance & Counseling Univ. of Texas at Austin Dr. William E. Barron, Director Special Project Region VII Office of Education - Adult Basic Education
2. Begin PERT Network Application Development
3. Begin Program Objectives
4. Begin Short-run Objectives
5. Finish Short-run Objectives
6. Begin Long-run Objectives
7. Finish Long-run Objectives
8. Finish Program Objectives
9. Begin Program Procedures
10. Begin Development Implementation Information
11. Begin Network Development
12. Finish Network Development
13. Begin Time Estimates
14. Finish Time Estimates
15. Begin PERT Interpretation Material
16. Finish PERT Interpretation Material
17. Finish Development of Implementation Information
18. Begin Work Breakdown Structure Development
19. Finish Work Breakdown Structure Development
20. Begin Network Construction Development
21. Finish Network Construction Development
22. Finish Program Procedures
23. Begin Program Evaluation Procedures
24. Begin Criteria Development
25. Finish Criteria Development
26. Begin Procedures Development
27. Finish Procedures Development
28. Begin Evaluation Time Table
29. Begin Progress Determination Points
30. Finish Progress Determination Points
31. Begin Final Evaluation Determination
32. Finish Final Evaluation Determination
33. Finish Evaluation Time Table
34. Finish Program Evaluation Procedures
35. Finish PERT Network Application
36. Begin Guidance & Counseling Demonstration Projects
37. Begin Guidance & Counseling Project
38. Begin Development of Information, Dissemination and Communication Network
39. Begin Regional Level Structure
40. Begin Structure with States
41. Finish Structure with States
42. Begin Structure with Office of Education
43. Finish Strucure with Office of Education
44. Finish Regional Level Structure
45. Begin Funding Level Needs
46. Finish Funding Level Needs
47. Begin State Level Structure
48. Begin University Communication Structure
49. Finish University Communication Structure
50. Begin Public School Communication Structure
51. Finish Public School Communication Structure
52. Begin Public Communication Structure
53. Finish Public Communication Structure
54. Begin Regional Office Communication Structure
55. Finish Regional Office Communication Structure
56. Begin Media Type Material Need
57. Finish Media Type Material Need
58. Finish Development and Design, Information and Dissemination Network
59. Begin Development of Communication Network
60. Begin Application for Funds
61. Finish Application for Funds
62. Finish Information, Dissemination and Communication Network
63. Begin Evaluation and Development Design
64. Begin State Evaluation and Development Design
65. Begin Internal Objectives and Procedures
66. Finish Internal Objectives and Procedures
67. Begin External Objectives and Procedures
68. Finish External Objectives and Procedures
69. Finish State Evaluation and Development Design
70. Begin Written Reports Format
71. Begin Funding Level Determination
72. Begin Regional Evaluation Development and Design
73. Begin Internal Objectives and Procedures
74. Finish Internal Objectives and Procedures
75. Begin External Objectives and Procedures
76. Finish External Objectives and Procedures
77. Finish Regional Evaluation and Design
78. Begin Written Reports Format
79. Finish Written Reports Format
80. Finish Funding Needs
81. Finish Evaluation and Development Design
82. Begin Personnel Needs Determination
83. Begin Non-professional Needs Determination
84. Begin Regional Needs
85. Finish Regional Needs
86. Begin Recruitment and Selection
87. Finish Recruitment and Selection
88. Begin State Needs
89. Finish State Needs
90. Begin Recruitment and Selection
91. Finish Recruitment and Selection
92. Begin Staff Orientation
93. Begin Funding Level Determination
94. Finish Funding Level Determination
95. Begin Professional Needs Determination
96. Begin Regional Needs
97. Finish Regional Needs
98. Begin Recruitment and Selection
99. Finish Recruitment and Selection
100. Begin State Needs
101. Finish State Needs
102. Begin Recruitment and Selection
103. Finish Recruitment and Selection
104. Begin Staff Orientation
105. Finish State and Regional Staff Orientation
106. Finish Professional Needs
107. Begin Special Adult Basic Education Demonstration Project
108. Begin Determination of State Participants
109. Begin Personnel Selection Criteria
110. Begin Professional Criteria
111. Finish Professional Criteria
112. Begin Non-professional Criteria
113. Finish Non-professional Criteria
114. Finish Professional Selection Criteria
115. Begin Personnel Selection
116. Finish Personnel Selection
117. Begin Funding Level Needs
118. Finish Funding Level Needs
119. Begin Request Forms (Application)
120. Finish Request Forms
121. Begin Objectives Development
122. Finish Objectives Development
123. Begin Evaluation Design
124. Finish Evaluation Design
125. Begin Participant Selection Criteria
126. Finish Participant Selection Criteria
127. Begin Participant Selection
128. Finish Participant Selection
129. Begin Center Selection Criteria
130. Begin Urban Center Criteria
131. Finish Urban Center Criteria
132. Begin Rural Center Criteria
133. Finish Rural Center Criteria
134. Finish Center Selection Criteria
135. Begin Center Selection
136. Finish Center Selection
137. Finish Determination of State Participation
138. Begin Class Operation
139. Begin Urban Center Classes
140. Begin Evaluation
141. Begin Rural Classes
142. Finish Class Operation
143. Begin Reports
144. Finish Evaluation
145. Finish State Participation
146. Begin Determination of CAP (HOC) Participation
147. Begin Funding Level Needs
148. Begin Local Fund Needs
149. Finish Local Fund Needs
150. Begin Federal Fund Needs
151. Finish Federal Fund Needs
152. Finish Funding Level Needs
153. Begin Request Process
154. Finish Request Process (Application)
155. Begin Determination of New-Careers Participation
156. Begin Personnel Selection Criteria
157. Begin Professional Selection Criteria
158. Finish Professional Selection Criteria
159. Begin Non-professional Selection Criteria
160. Finish Non-professional Selection Criteria
161. Finish Personnel Selection Criteria
162. Begin Staff Selection
163. Finish Staff Selection
164. Begin Program Objectives
165. Finish Program Objectives
166. Begin Evaluation Design
167. Finish Evaluation Design
168. Begin Participant Selection Criteria
169. Finish Participant Selection Criteria
170. Begin Participant Selection
171. Finish Participant Selection
172. Finish Determination of CAP (HOC) Participation
173. Begin Classes
174. Begin Evaluation
175. Finish Classes
176. Begin Reports
177. Finish Evaluation
178. Finish Reports
179. Finish Demonstration and Submit Reports to Agencies
180. Begin Operation of Guidance and Counseling Project
181. Begin Phase I

Legend

◎ Event
⬡ Interface Event
▭ Milestone
---→ Dummy Activity
→ Activity

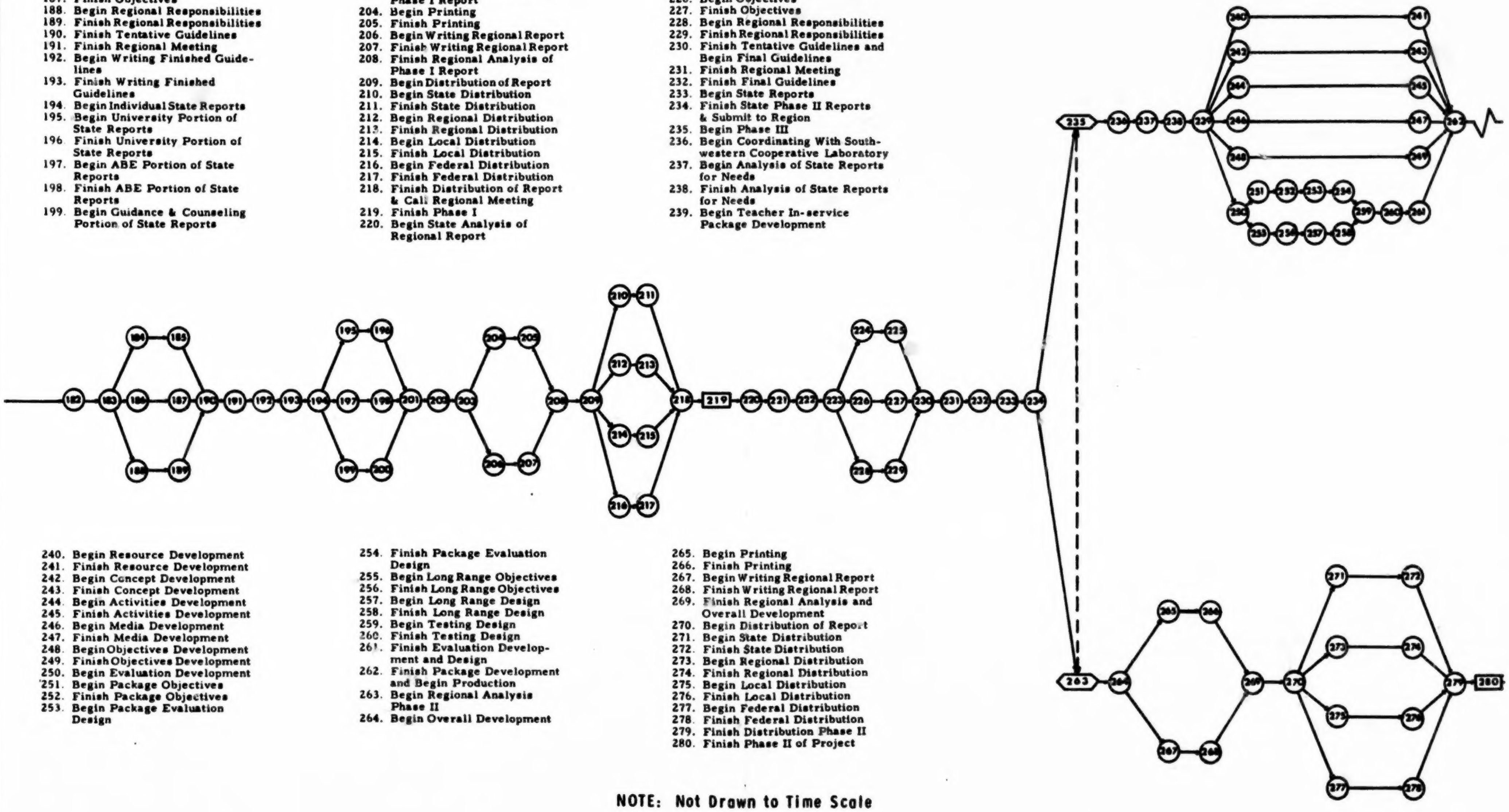


NOTE: Not Drawn to Time Scale

CHART NO. 2

Coding

182. Begin Overall 1969 F.Y. Evaluation & Call Regional Meeting
183. Begin Regional Meeting and Phase I Guideline Development
184. Begin State Responsibilities
185. Finish State Responsibilities
186. Begin Objectives
187. Finish Objectives
188. Begin Regional Responsibilities
189. Finish Regional Responsibilities
190. Finish Tentative Guidelines
191. Finish Regional Meeting
192. Begin Writing Finished Guidelines
193. Finish Writing Finished Guidelines
194. Begin Individual State Reports
195. Begin University Portion of State Reports
196. Finish University Portion of State Reports
197. Begin ABE Portion of State Reports
198. Finish ABE Portion of State Reports
199. Begin Guidance & Counseling Portion of State Reports
200. Finish Guidance & Counseling Portion of State Reports
201. Begin Overall Analysis of State Reports
202. Finish Overall Analysis of State Reports
203. Begin Regional Analysis for Phase I Report
204. Begin Printing
205. Finish Printing
206. Begin Writing Regional Report
207. Finish Writing Regional Report
208. Finish Regional Analysis of Phase I Report
209. Begin Distribution of Report
210. Begin State Distribution
211. Finish State Distribution
212. Begin Regional Distribution
213. Finish Regional Distribution
214. Begin Local Distribution
215. Finish Local Distribution
216. Begin Federal Distribution
217. Finish Federal Distribution
218. Finish Distribution of Report & Call Regional Meeting
219. Finish Phase I
220. Begin State Analysis of Regional Report
221. Finish State Analysis of Regional Report
222. Begin Regional Meeting Phase II
223. Begin Guideline Development
224. Begin State Responsibilities
225. Finish State Responsibilities
226. Begin Objectives
227. Finish Objectives
228. Begin Regional Responsibilities
229. Finish Regional Responsibilities
230. Finish Tentative Guidelines and Begin Final Guidelines
231. Finish Regional Meeting
232. Finish Final Guidelines
233. Begin State Reports
234. Finish State Phase II Reports & Submit to Region
235. Begin Phase III
236. Begin Coordinating With Southwestern Cooperative Laboratory
237. Begin Analysis of State Reports for Needs
238. Finish Analysis of State Reports for Needs
239. Begin Teacher In-service Package Development



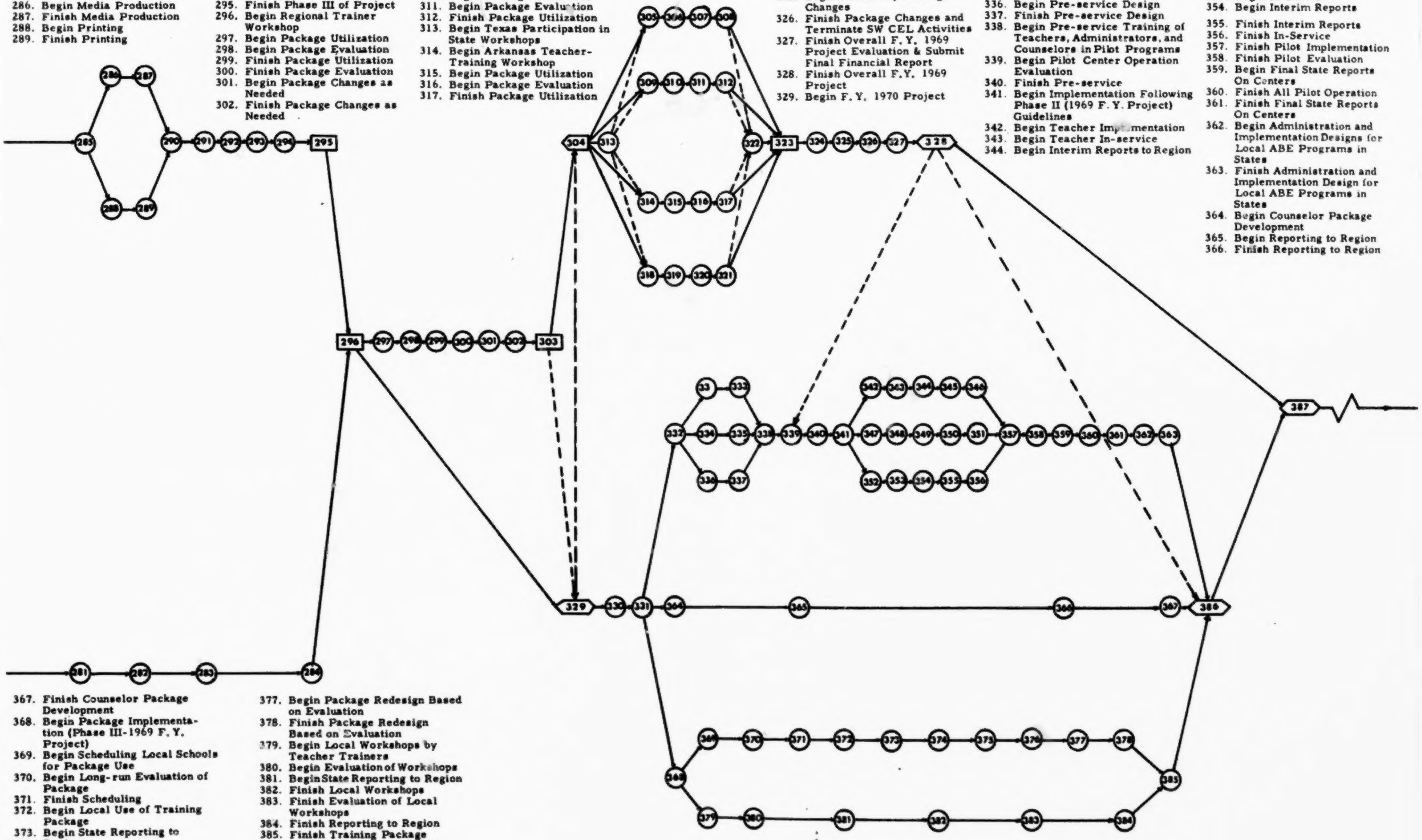
240. Begin Resource Development
241. Finish Resource Development
242. Begin Concept Development
243. Finish Concept Development
244. Begin Activities Development
245. Finish Activities Development
246. Begin Media Development
247. Finish Media Development
248. Begin Objectives Development
249. Finish Objectives Development
250. Begin Evaluation Development
251. Begin Package Objectives
252. Finish Package Objectives
253. Begin Package Evaluation Design
254. Finish Package Evaluation Design
255. Begin Long Range Objectives
256. Finish Long Range Objectives
257. Begin Long Range Design
258. Finish Long Range Design
259. Begin Testing Design
260. Finish Testing Design
261. Finish Evaluation Development and Design
262. Finish Package Development and Begin Production
263. Begin Regional Analysis Phase II
264. Begin Overall Development
265. Begin Printing
266. Finish Printing
267. Begin Writing Regional Report
268. Finish Writing Regional Report
269. Finish Regional Analysis and Overall Development
270. Begin Distribution of Report
271. Begin State Distribution
272. Finish State Distribution
273. Begin Regional Distribution
274. Finish Regional Distribution
275. Begin Local Distribution
276. Finish Local Distribution
277. Begin Federal Distribution
278. Finish Federal Distribution
279. Finish Distribution Phase II
280. Finish Phase II of Project

NOTE: Not Drawn to Time Scale

CHART NO. 3

Coding

281. Begin Phase II Implication for Summer Workshop
282. Finish Phase II Implication for Summer Workshop
283. Begin Final Workshop Planning
284. Finish Final Workshop Planning
285. Begin Media and Printing Production
286. Begin Media Production
287. Finish Media Production
288. Begin Printing
289. Finish Printing
290. Finish Media and Printing Production
291. Begin Selected Distribution of Package
292. Finish Selected Distribution of Package
293. Begin Narrative Describing Package
294. Finish Narrative Describing Package
295. Finish Phase III of Project
296. Begin Regional Trainer Workshop
297. Begin Package Utilization
298. Begin Package Evaluation
299. Finish Package Utilization
300. Finish Package Evaluation
301. Begin Package Changes as Needed
302. Finish Package Changes as Needed
303. Finish Regional Workshop
304. Begin State Workshops
305. Begin Louisina Teacher-Training Workshop
306. Begin Package Utilization
307. Begin Package Evaluation
308. Finish Package Utilization
309. Begin Oklahoma Teacher-Training Workshop
310. Begin Package Utilization
311. Begin Package Evaluation
312. Finish Package Utilization
313. Begin Texas Participation in State Workshops
314. Begin Arkansas Teacher-Training Workshop
315. Begin Package Utilization
316. Begin Package Evaluation
317. Finish Package Utilization
318. Begin New Mexico Teacher-Training Workshop
319. Begin Package Utilization
320. Begin Package Evaluation
321. Finish Package Utilization
322. Finish Texas Participation in State Workshops
323. Finish State Workshops
324. Finish Package Evaluation
325. Begin Necessary Package Changes
326. Finish Package Changes and Terminate SW CEL Activities
327. Finish Overall F. Y. 1969 Project Evaluation & Submit Final Financial Report
328. Finish Overall F.Y. 1969 Project
329. Begin F. Y. 1970 Project
330. Begin Long-run F. Y. 1970 Evaluation
331. Begin Overall Operation
332. Begin Pilot Center Operations
033. Begin Graduate Student Selection
333. Finish Graduate Student Selection
334. Begin Baseline Data Development
335. Finish Baseline Data Development
336. Begin Pre-service Design
337. Finish Pre-service Design
338. Begin Pre-service Training of Teachers, Administrators, and Counselors in Pilot Programs
339. Begin Pilot Center Operation Evaluation
340. Finish Pre-service
341. Begin Implementation Following Phase II (1969 F. Y. Project) Guidelines
342. Begin Teacher Implementation
343. Begin Teacher In-service
344. Begin Interim Reports to Region
345. Finish Interim Reports to Region
346. Finish In-Service
347. Begin Counselor Implementation
348. Begin In-Service
349. Begin Interim Reports
350. Finish Interim Reports
351. Finish In-Service
352. Begin Administrator Implementation
353. Begin In-Service
354. Begin Interim Reports
355. Finish Interim Reports
356. Finish In-Service
357. Finish Pilot Implementation
358. Finish Pilot Evaluation
359. Begin Final State Reports On Centers
360. Finish All Pilot Operation
361. Finish Final State Reports On Centers
362. Begin Administration and Implementation Designs for Local ABE Programs in States
363. Finish Administration and Implementation Design for Local ABE Programs in States
364. Begin Counselor Package Development
365. Begin Reporting to Region
366. Finish Reporting to Region

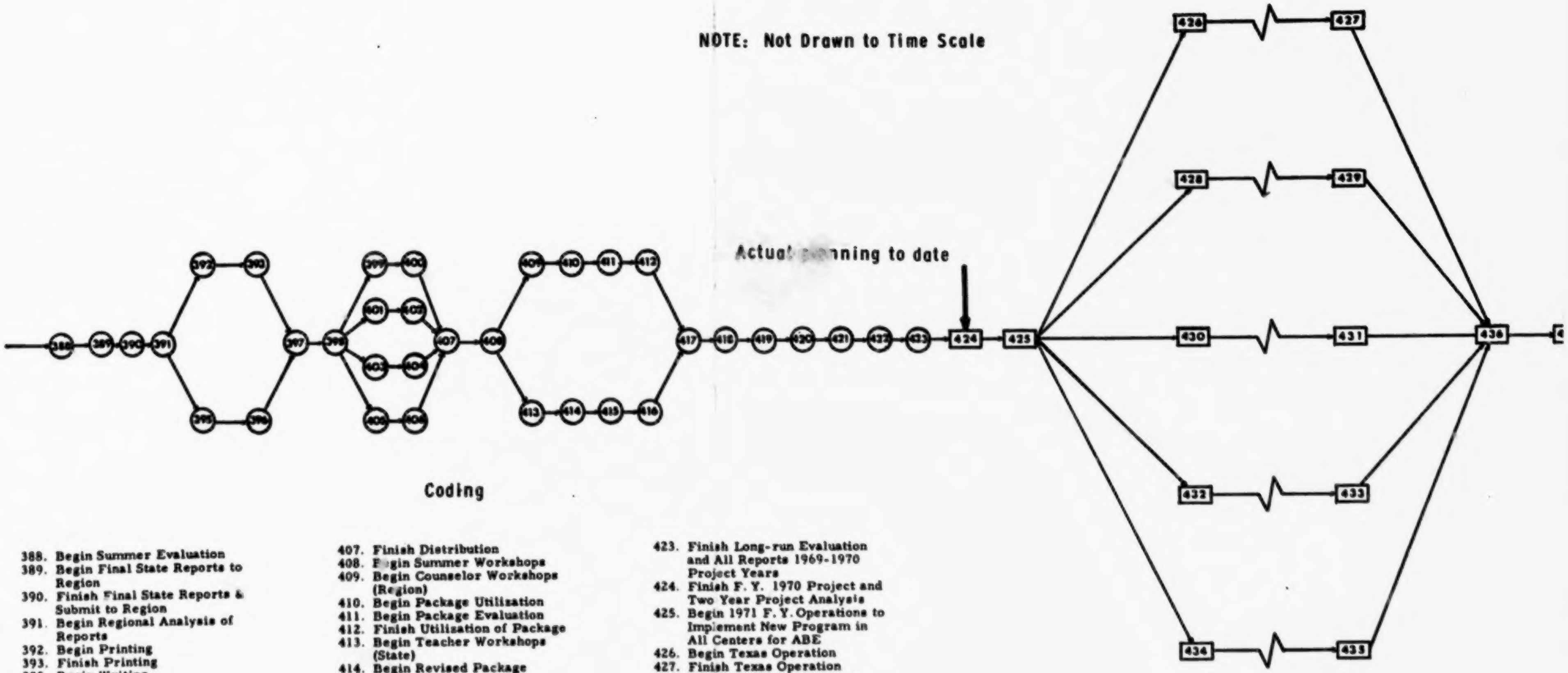


367. Finish Counselor Package Development
368. Begin Package Implementation (Phase III-1969 F. Y. Project)
369. Begin Scheduling Local Schools for Package Use
370. Begin Long-run Evaluation of Package
371. Finish Scheduling
372. Begin Local Use of Training Package
373. Begin State Reporting to Region
374. Finish Package Use by ABE Programs
375. Finish Long-run Evaluation of Package
376. Finish State Reporting to Region
377. Begin Package Redesign Based on Evaluation
378. Finish Package Redesign Based on Evaluation
379. Begin Local Workshops by Teacher Trainers
380. Begin Evaluation of Workshops
381. Begin State Reporting to Region
382. Finish Local Workshops
383. Finish Evaluation of Local Workshops
384. Finish Reporting to Region
385. Finish Training Package Implementation F. Y. 1970
386. Finish Long-run Evaluation
387. Begin Analysis of Two Year Project Results

NOTE: Not Drawn to Time Scale

CHART NO. 4

NOTE: Not Drawn to Time Scale



Coding

388. Begin Summer Evaluation
389. Begin Final State Reports to Region
390. Finish Final State Reports & Submit to Region
391. Begin Regional Analysis of Reports
392. Begin Printing
393. Finish Printing
395. Begin Writing
396. Finish Writing
397. Finish Regional Reports & Final Project Report
398. Begin Distribution
399. Begin State Distribution
400. Finish State Distribution
401. Begin Regional Distribution
402. Finish Regional Distribution
403. Begin Local Distribution
404. Finish Local Distribution
405. Begin Federal Distribution
406. Finish Federal Distribution
407. Finish Distribution
408. Begin Summer Workshops
409. Begin Counselor Workshops (Region)
410. Begin Package Utilization
411. Begin Package Evaluation
412. Finish Utilization of Package
413. Begin Teacher Workshops (State)
414. Begin Revised Package Utilization
415. Begin Package Evaluation
416. Finish Utilization of Package
417. Finish Summer Workshops
418. Finish Overall Evaluation of Package
419. Begin Package Changes
420. Finish Package Changes
421. Finish Summer Evaluation of Workshops
422. Finish Implementation and Procedure Models for Local District Usage
423. Finish Long-run Evaluation and All Reports 1969-1970 Project Years
424. Finish F. Y. 1970 Project and Two Year Project Analysis
425. Begin 1971 F. Y. Operations to Implement New Program in All Centers for ABE
426. Begin Texas Operation
427. Finish Texas Operation
428. Begin Louisiana Operation
429. Finish Louisiana Operation
430. Begin Arkansas Operation
431. Finish Arkansas Operation
432. Begin Oklahoma Operation
433. Finish Oklahoma Operation
434. Begin New Mexico Operation
435. Finish New Mexico Operation
436. Finish 1971 F. Y. Project to Implement Guidance & Counseling Programs in All ABE Centers in Region VII
437. Begin 1972 F. Y. Project

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